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THE EDUCATIONAL CONTRIBUTIONS OF H. C. NEWLAND

BY

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Educational Contributions of H. C. Newland" submitted by Patricia Elaine Oviatt in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The decades of the 1920's and 1930's were periods of considerable change in Alberta. Disenchanted with their economic situation the people of Alberta deserted the old line political parties in favor of the United Farmers of Alberta and later the Social Credit party.

Desire for change was not limited to the economic and political spheres. Important changes in educational thought and practice were also evident. Prominent as one of the educational leaders in Alberta during this period of change was H. C. Newland.

This study was designed to determine the nature and extent of H. C. Newland's involvement in the major educational changes of the period. The particular views he held on education, as well as the motives underlying his activities in this realm were also examined.

As a result of the investigation it was found that Newland's involvement extended to many areas of educational concern. Early in his career Newland helped establish the Alberta Teachers' Alliance and the Canadian Federation of Teachers. As editor of the A.T.A. Magazine, President of the Alliance and later of the Canadian Federation of Teachers, and as director of the A.T.A. Bureau of Education, Newland spoke out for the improvement of teacher quality and for increased teacher rights. Though his active role in the teacher organizations was more or less ended in 1925 he continued to press for teacher improvement in other ways. His study of teacher education and his advocacy of university education for teachers were important factors in the move within Alberta to incorporate teacher education into the university.

Important as another source of educational change during this period was Newland's work in founding the Education Society of Edmonton and the Calgary Progress Club. These two bodies of selected educators functioning as study

groups came to exert considerable indirect influence on education by virtue of the positions held by many of the members in the educational structure of the Province.

Most prominent as the area of educational reform associated with Newland was the change in curriculum and methodology in the schools of Alberta particularly at the elementary level. Newland, along with a small group of teachers, Normal School personnel and Departmental officials, initiated curriculum and methodological changes along the lines of progressive educational thought then in vogue in the United States and other parts of the world.

The activities of H. C. Newland as a leader and promoter of educational changes were not limited to such areas as teacher organization, professionalization of teaching, formation of educational study groups and curriculum revision. Nor was his influence and work restricted to the Province of Alberta. Especially was his influence felt across Canada in relation to teacher education and curriculum revision.

Newland's educational ideas and activities extended to many fields due partly to his official responsibilities and partly to his own keen interest in all aspects of education. His ideas on the nature and aims of education, combined with the forceful manner in which he worked toward their implementation, earned him the opposition and enmity of some. Nevertheless, the existence of such opposition does not detract from the central nature of Newland's involvement in educational change during that period.

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to her advisor, Dr. R. S. Patterson, for his encouragement and constructive criticism during the planning and writing of this thesis. Thanks are also extended to the committee members, Dr. K. H. Thomson and Dr. E. D. Hodgson, for their courtesy and consideration, and for their helpful suggestions.

Appreciation is also expressed to the many people who contributed, through interviews and correspondence, to the study. Recognition is given in particular to Mrs. Newland who has offered many important insights.

Special thanks go to the writer's husband, Barrie, and daughter, Jayna, who gave constant encouragement and understanding throughout the preparation of this thesis, and who patiently endured the many inconveniences necessitated by the study.

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CHAPTER I

INTRODUCTION

During the period between the First and Second World Wars a number of significant changes took place in Alberta's educational system, many of which were contributory to change in educational practice and organization in other parts of Canada. Some of the more important of these changes in Alberta included: the beginning and development of a strong teachers' organization, the adoption of a new curriculum heavily influenced by American educational philosophy, the introduction of a larger unit of school administration, and the eventual transfer of teacher training from the Normal Schools to the University which began with the opening of a School of Education in 1929 and culminated with the creation of a Faculty of Education within the University in 1945.

While a variety of people were connected with one or two of these developments, relatively few seem to have been associated in a prominent way with the majority of these changes. One person who was associated with the wider range of educational change in Alberta was H. C. Newland.

Hubert Charles Newland was born in Fingal, Ontario

in 1883. He received his elementary and secondary education at Fingal Public school where he "headed the list" in the Elgin County Public School Leaving Examination.[1] After spending a year at Windsor Collegiate Institute, he entered St. Thomas Collegiate,"then under the principalship of Noah Quance who had a great reputation as a classical master and was a firm believer in the Humanities".[2] These two interests were to remain with Newland throughout his life.

In the fall of 1900, Hubert Newland entered the University of Toronto, but for financial reasons he was forced to leave. After attending the Regina Normal School in 1901 he began his teaching career in the West. He taught in schools in Qu'Appelle, Saskatchewan, and in Little Red Deer and High River, Alberta. His limited experience outside of teaching included one year in a bank at Innisfail, Alberta, and a summer spent running the post office in Penhold, Alberta, which was located in a general store owned by his father.[3] This latter venture was in the summer of 1909, just prior to his last year at the University of Toronto. Newland's experiences in and out of the

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[1]M. E. LaZerte, "Dr. H. C. Newland," A.T.A. Magazine, Vol. 29, No. 1, September-October, 1948, pp. 2-3.

[2]"Our Gallery of Portraits," A.T.A. Magazine, Vol. 1, No. 9, March, 1921, p. 7.

[3]Interview with Mrs. E. F. Newland, August 7, 1969; also contact with Mrs. B. C. Tanner, July 16, 1970. H. C. Newland's father brought the family West and settled in the Penhold area about 1908.

school room had not induced him to forget about his academic career. He completed his B.A. in 1910 with first place in Honor Philosophy.[4]

Following graduation, he went as principal to Whitewood, Saskatchewan, and in 1911 he moved to Vegreville. After four years as principal of the Vegreville Public and High School, he came to Edmonton with his new bride, Elsie Faison Mitchell, whom he had married in 1915. In September of that year he joined the staff of Victoria High School as a Latin teacher, which position he continued to fill until 1928.

H. C. Newland was not simply "another high school teacher". One of the few teachers in the West to hold a university degree at that time, he was continually working to upgrade his own qualifications, to keep abreast of modern theory and practice, and to expand his areas of competence. He demonstrated his devotion to learning and his own outstanding academic abilities by continuing his studies at the University of Alberta, earning successively the degrees of L.L.B. (1921), M.A. (1922) and B. Ed. (1928). According to M. E. LaZerte, H. C. Newland's scholarship "was consistently of top rank",[5] not only in Ontario and Alberta, but also at the University of Chicago where H. C.

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[4] LaZerte, op. cit., p. 2.

[5] Ibid.

Newland received his Ph. D. in 1932. Recognition of his outstanding achievement was granted by awarding him membership in an honorary fraternity, Sigma Chi, for his work in devising an original type of mathematical comparison for statistics.[6]

Hubert Newland was a man of boundless energy. Not only was he involved in furthering his own career while carrying out his teaching duties, but he also became actively engaged in helping the whole teaching body along the road toward professionalism. Early recognized as a dedicated and able spokesman for struggling teachers, he filled successively the positions of President of the High School Teachers' Alliance, Representative on the Edmonton Public School Board, President of the Alberta Teachers' Alliance, Editor of the A.T.A. Magazine, President and Managing Director of the A.T.A. Bureau of Education, and President of the Canadian Teachers' Federation. As a spokesman for these teachers' groups, he earned a reputation as a fighter. In 1921, an A.T.A. associate described him in these terms:

> "... he is the walking illustration of the advice of Polonius: --
>
> 'Beware
> Of entrance to a quarrel but being in
> Bear't that the opposed may beware of thee.'"[7]

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[6]Correspondence to the writer from the Registrar, University of Chicago, January 27, 1970; also Mrs. Newland, op. cit.

[7]"Our Gallery of Portraits," op. cit.

That his capabilities in the field of education did not go unnoticed is attested to by his meteoric rise in the Department of Education. In 1928 he was recruited into the Edmonton Normal School as an instructor of Psychology. Encouraged by the Honorable Perren Baker, then Minister of Education, he took a leave of absence the following year to work toward his Ph. D. He attended the University of Chicago where he did graduate work in the School of Education and the Department of Physchology. Upon his return from Chicago in 1930 he again taught in the Normal School until he was called to the position of acting High School Inspector in 1933. In January of 1935 he became Chief Inspector of Schools, and in July of that same year he became the new Superintendent of Schools. This latter position he occupied for ten years, and it was in this capacity that his influence on educational change in Alberta was most readily visible.

Dr. M. E. LaZerte has described H. C. Newland as one of Canada's "foremost educationists" and has attributed to him the initiation and fostering of "ideas and enterprises of great importance". At the time of Newland's death in 1948, LaZerte wrote:

> ... in this province he has been associated with virtually every significant development during the past twenty years.[8]

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[8] LaZerte, op. cit.

Such assessments of H. C. Newland, along with the writer's own interest in Canadian educational history, have led to the present study.

Statement of the Problem

The basic problem with which this thesis is concerned can be focused by the following question:

What was the nature and extent of H. C. Newland's involvement in the educational changes that were taking place in Alberta between 1918 and 1945?

In considering this question, a number of sub-problems arise:

What were Dr. Newland's views, if any, on education and educational change?

What motivated his involvement and his efforts in the various activities he undertook?

Delimitations of the Thesis

This thesis is primarily a biographical study of Hubert Charles Newland with a particular emphasis on Newland's connection with educational developments in Alberta from 1918 to 1945.

Such an emphasis gives rise to the likelihood that the contributions of other important educators of the period will be slighted. Nevertheless, the scope of the study is intentionally limited to the life and ideas of

Newland in order to gain a complete picture of his work and contribution to education.

It is also outside the purview of this study to provide a complete history of each of the organizations and/or developments discussed in succeeding chapters. These will be examined and discussed to the extent to which Newland was a participant in them.

Further, this study will not attempt to analyze the activities of H. C. Newland outside of his involvement in the major educational changes of the period. His work as a school teacher and principal, and his activities in the Saskatchewan Department of Education will not be examined.

Need for the Study

Commentaries on the educational contributions of H. C. Newland pay tribute to the man and his work.[9,10,11] He has been credited with contributions in the fields of teacher organization, status, and training,[12] and with the adoption of fundamental curriculum changes that formed the general basis of the Alberta educational system for years

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[9] Ibid.

[10] G. F. McNally, "Report of the Deputy Minister," Annual Report of the Department of Education, Province of Alberta, 1945, p. 7.

[11] Mary Crawford, 'Hubert Charles Newland -- A Brilliant, Restless Intelligence,' "H. C. Newland -- Collected Papers."

[12] Ibid.

to follow.[13] His influence has also been recognized by other researchers. Recommendations for the study of H. C. Newland's role in education are contained in works by Chiste[14] and Patterson[15]. Mann[16] also suggests that a study of the careers of individuals would be of benefit in understanding the developments of the period to 1945.

Apart from a few short articles, only one effort has been made to gather information concerning H. C. Newland. Dr. B. E. Walker[17] has compiled a collection of articles and addresses by Dr. Newland along with some commentaries on the latter's professional contributions. However, as far as the writer can discover, there has been no attempt to draw together from the remaining scattered source material a comprehensive account of Dr. Newland's activities, nor to analyze the role he has played in Alberta education. The present study is one attempt to fill this void.

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[13] Arrigo Chiste, "The Development of the Elementary Social Studies Programme in Alberta." Unpublished Master of Education thesis, University of Alberta, 1963.

[14] Ibid., p. 116.

[15] Robert S. Patterson, "The Establishment of Progressive Education in Alberta." Unpublished Ph. D. thesis, Michigan State University, 1968. p. 93.

[16] George Mann, "Alberta Normal Schools, 1905-1945." Unpublished Master of Education thesis, University of Alberta, 1961, p. 299.

[17] "H. C. Newland -- Collected Papers." Unpublished volume compiled by B. E. Walker, Edmonton, Alberta, 1968.

Review of Related Literature

A brief but fairly comprehensive general survey of the Alberta Teachers' Association[18] from a historical standpoint has been written by MacNab.[19] Her study includes the founding of the Alliance, its struggles for "teacher rights", its professional activities, and its relationship with other educational organizations. Bailey's[20] thesis concentrates on the A.T.A.'s battle for tenure, pensions, and professional status, and is largely narrative. A more analytic approach by Kratzmann[21] examines the A.T.A. in terms of the social dynamics of a typical professional organization, including its goals, methods, symbols, internal workings and external relationships.

Studies dealing with curriculum changes include Chiste[22] and Sheane.[23] Chiste, in the main, provides a

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[18]Formerly known as the Alberta Teachers' Alliance, hereafter referred to as the A.T.A.

[19]Kathleen MacNab, "A History of the Alberta Teachers' Association." Unpublished Master's thesis, University of Alberta, 1949.

[20]Warren S. Bailey, "The Influence of the Alberta Teachers' Association on Educational Legislation in Alberta, 1918-1948." Unpublished Ed. D. thesis, Stanford, California, 1956.

[21]Arthur Kratzmann, "The Alberta Teachers' Association: A Documentary Analysis of the Dynamics of a Professional Organization." Unpublished Ph. D. thesis, University of Chicago, 1963.

[22]Chiste, op. cit.

[23]G. K. Sheane, "The History and Development of the Curriculum of the Elementary School in Alberta." Unpublished Ph. D. thesis, University of Toronto, 1948.

narrative and descriptive account of the change to the 'enterprise' in 1936 and identifies briefly some of the factors which influenced the change. Sheane examines in detail the major curriculum revisions in Alberta to 1947, identifies the major characteristics of each, and assesses its effectiveness. Good coverage is given to the 1935-45 period. The study by Patterson[24] analyzes the reasons for the adoption of progressive education in Alberta in 1936 and identifies the major factors affecting the change.

In the field of related literature there have been no attempts to analyze the particular role played by H. C. Newland, and little other reference to individuals influential in determining the direction in which education has developed in the Province. It is the writer's opinion that such records should be set down, as there is no readily available source to which reference can be made. Recent studies by Walker[25] and Wilson[26] have been steps toward preserving these records, and it is hoped that the present study will further assist in serving this purpose.

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[24]Patterson, op. cit.

[25]Marion Walker, "John Walker Barnett, First General Secretary of the A.T.A." Unpublished Master's thesis, University of Alberta, 1969.

[26]LeRoy Wilson, "Perren Baker, the U.F.A. and Education in Alberta." Unpublished Master's thesis, University of Alberta, 1970.

Source Material

The major sources of information for this thesis were original documents. The minutes of meetings of the Executive Council and of the Annual General Meetings of the Alberta Teacher's Alliance (Association) were made available to the writer by that organization, as were the minutes of the meetings of the Canadian Teachers' Federation. These documents proved extremely helpful in gaining an insight into the concerns of teachers, and the involvement of Newland and his colleagues in these concerns. The minutes of the Edmonton Education Society were also examined to determine the extent of Newland's involvement and leadership role in that organization. While these minutes were helpful in pointing out the major educational concerns of the day, as well as the views of specific members of the Society, they did not offer an extensive account of the papers presented nor of the discussions which ensued. An incomplete file containing correspondence, minutes of meetings, and reports, hereafter referred to as the Newland Papers, have been preserved in the Department of Education archives. These papers offer insight into the curriculum changes of 1935-36 and the nature of Newland's influence and control over them after he became Supervisor of Schools. The papers of Premier William Aberhart contain Newland's reports of Committee Meetings on the revision of the High School and Intermediate School

curriculum. Noticeably absent from this collection was any material relating specifically to the adoption of the new curriculum. Whether this represented a gap in the collection or a lack of concern for curriculum at the Ministerial or public level was not determined. The Annual Reports of the Department of Education for the Province of Alberta, the programmes of study for the elementary, intermediate, and high schools, and the Departmental Regulations for Grades IX and XII offered information on the formal changes in curriculum and organization, as well as on the ideas behind the changes. However, the latter two presented a problem in determining how much of their content was Newland's contribution.

Personal interviews with professional and personal associates of Dr. Newland provided a valuable source of information and insight into the man and the times and served to supplement the basic data found in the aforementioned primary sources. Of particular help was Mrs. Newland who made available all materials at her disposal and contributed to the writer's knowledge of Dr. Newland's personal characteristics. A number of educators active in Alberta during the 1930's and early 1940's were also interviewed, and contacts were made with many others who were in some way connected with developments in this period. A complete list of interviews and correspondence appears in the bibliography. The wide range of judgements and opinions

on the man and his work presented a problem of arriving at a picture which most accurately typified H. C. Newland's personality and educational activities. Of particular help in this regard were the judgements of those who had been associated with Newland in a variety of activities and over a period of years.

Books relating directly to H. C. Newland are non-existent. However, background for the curriculum changes were garnered from accounts of the progressive education movement in the United States by Cremin[27] and Bower[28], while writings by Dewey[29] and Counts[30] provided a better understanding of the ideas which Newland espoused. Dr. Dickie's The Enterprise in Theory and Practice[31] indicated the nature of the new programme as it was formally instigated in Alberta. Two books by Chalmers[32] gave an

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[27]Lawrence Cremin, The Transformation of the School. New York: Alfred Knopf, 1961.

[28]C. A. Bower, The Progressive Educator and the Depression. New York: Random House, 1969.

[29]John Dewey, Democracy and Education. New York: The Macmillan Company, 1931; The School and Society. University of Chicago Press, Chicago, 1900.

[30]George S. Counts, Dare the Schools Build a New Social Order? New York: John Day, 1932; Social Foundations of Education. New York: Scribner's, 1934.

[31]D. J. Dickie, The Enterprise in Theory and Practice. Toronto: J. W. Gage & Co. Ltd., 1940.

[32]J. W. Chalmers, Schools of the Foothills Province. University of Toronto Press, 1967, and Teachers of the Foothills Province. University of Toronto Press, 1968.

account of education in Alberta since 1905.

Articles in the A.T.A. Magazine have given a valuable indication of the concerns of teachers, and of H. C. Newland, particularly from 1920-1925 while he was editor of that magazine.

Content Organization

Chapter II deals with H. C. Newland's efforts to gain official recognition for the status of the teaching profession through the organization of teachers into a strong, vocal group.

Chapter III sheds further light on the educational climate of the day as seen through the concerns and activities of the Education Society of Edmonton. Newland's role in the organization of this exclusive study group and the subsequent influence he exerted on its operations will be shown.

Chapter IV looks at the curriculum change of 1935-36 over which Newland, as Supervisor of Schools, had a definite influence. The nature and channels of this influence will be brought out.

Chapter V examines related and later activities through which Newland was able to influence the trends of various aspects of Alberta's educational system. Particular emphasis will be given to the area of teacher training.

Chapter VI summarizes the educational contributions of H. C. Newland and points out their significance in the history of Alberta education.

CHAPTER II

PROFESSIONAL ORGANIZATION OF TEACHERS

The end of the Great War in 1918 ushered in a new era for Alberta teachers -- an era of unification, of protest, and of progress. For some men returning to the classroom, dissatisfaction with existing conditions became increasingly evident. Strong-willed men and women were no longer content to sit by and see the work to which they had devoted their talents continue to fall short of its potential. Many teachers, truly dedicated to their work, believed that education could produce intelligent, capable citizens who, in turn, would produce a better nation. It was to education they looked for this better life, and if education was to accomplish this great task, it needed some improvements.

Importance of Education

H. C. Newland was among those teachers devoted to the improvement of education. Himself a dedicated scholar, he held a great faith in the value of education. He saw in it the means of bringing about a new and better social order. According to Newland, all schemes of social and economic reform would be predestined to fail and would result in merely the replacement of one tyranny and injustice by another if the tendency to follow crowd ideas

was not curbed. Education was the only answer.

> How can we do it? Only by more and better education, surely. The future, we are told, lies in the lap of the gods, but it would be nearer the truth to say, in the lap of our educational system. There probably was never a time in the whole history of the world when education was more potent either for the good or for the ill of human society than the present critical time.[1]

The Role of a Teacher

For Newland, the potential of education could not be over-stated, nor could the importance of the teacher. As education was the ultimate guardian of the nation, so teachers were the guardians of education. Good teachers, he felt, were the most essential ingredient in any education. Becuase they played such a vital role in the success of education, Newland firmly believed teachers carried a tremendous responsibility for the future of the country.

> The modern teacher must therefore be alert to the possibilities of education in the new social order. The failure of our educators to seize Kairos by the forelook, and to interpret sympathetically the latest-born aspirations of advancing humanity will be the failure of our Canadian nation.[2]

Teachers, he believed, should therefore assume the leadership roles that they, as educators, were best equipped to fill. While the solution of the nation's problems would

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[1]H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," delivered before the Alberta Trustees' Association, A.T.A. Magazine, Vol. I, No. 11, May, 1921, pp. 11-12.

[2]"Ideas and Ideals," A.T.A. Magazine, Vol. I, No. 5, November, 1920, Front Cover.

require intelligent and sustained effort on the part of all who were desirous of social betterment, "of no class will greater effort be demanded than from the teachers."[3] Writing on behalf of the Canadian Teachers' Federation in 1924, he appealed to teachers to undertake the task that was rightfully theirs.

> ... they [teachers] must make some contribution towards solving the vital social problems with which this after-war decade fairly teems; they must become alert to the possibilities of education as the harbinger of a new and better social order. Above all must they be apostles of progress and not reaction.[4]

Problems of the Profession

But how could teachers work toward the improvement of education; how could they provide leadership for the nation in educational problems; while they labored under such difficult conditions? Teachers, themselves, were in a very insecure position, being in many cases simply the "hired hands" of the school boards and completely at their mercy. With no legal rights to insure the length of their service nor the amount and regularity of payment, they were no better than "public slaves", Newland felt. Frequent

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[3]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. 4, No. 7, December, 1923, p. 14.

[4]H. C. Newland, "The Canadian Teachers' Federation, An Appeal for Support," A.T.A. Magazine, Vol. 4, No. 11, April, 1924, p. 17.

changes of schools were common, especially in rural areas where ratepayers were sometimes hard-pressed to afford the operation of a school. In other cases, the bare subsistance wage and the lack of other enticements or security turned teachers to seek greener pastures. Thus the continuity of work in the classroom was constantly being disrupted, at the expense of struggling scholars. The Departmental practice of granting "permits"[5] and third class certificates to unqualified or poorly qualified individuals to insure at least part time operation of rural schools did little to improve the quality of classroom instruction. The importation of teachers from outside the Province, few of whom were acquainted with the Alberta curriculum, rendered impossible any great degree of uniformity or consistency in the educational offerings of the schools. Another detrimental factor was the continual turn-over of teachers each year, for many teachers looked upon their work as a time-filler, a way to earn money when necessary, or a stepping stone to something better. The appeal of jobs with more money, more security and more favorable working conditions lured even the competent and well-trained away from the classroom. Newland claimed that the schools were being robbed of intelligent and able men who were forced to seek

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[5]Temporary authority to conduct schools in the form of permits were often granted to teachers who lacked the qualifications required for an Alberta teaching certificate in an effort to meet the teacher shortage.

other fields of endeavor for financial reasons. Under such conditions, education could only fall far short of achieving the ends of which Newland and others believed it capable.

Motivated by the deplorable conditions, and by the belief that the success of education depended upon that most vital element, the classroom teacher, Newland joined with others who saw the improvement of teachers as the logical starting place in the task of producing 'quality' education. The conditions under which educators labored generally did not attract a consistently high calibre of recruit, and offered little inducement to remain for those already in the schools. As has been stated, teaching was hardput to compete with other fields of endeavor for men of intelligence and ability, and until it could attract them in large numbers, there could be no hope of advancement for education.

Therefore, the initial problem was to make teaching more attractive, and Newland believed this could best be done by putting it on a par with other professions. Since teachers performed such an invaluable service Newland claimed they should be accorded the respect and prestige befitting their contribution to society. Teacher-status should be made commensurate with the value of their service. Teachers were, after all, the experts in education. Being in the most well-qualified position to make judgements in

educational matters, teachers should be recognized as professionals on the same plane as doctors and lawyers, enjoying all of the rights accorded to true professionals. This, he believed, would result in better teachers and better teachers would mean more and better education.

Organization

To put teaching on a par with other professions would be a mammoth task for education was almost at the bottom of the social strata. Labor, he flatly stated, was much closer to the status of a profession than was teaching.[6]

Newland and others felt that organization was the solution. Teachers had to unite and organize themselves, both locally and on a national scale. Individual protest was useless. Only by organized strength could teachers hope to make strides.

> Society today is organization, and the individual who doesn't belong to some kind of alert and functioning organization is helpless....[7]

> Teachers cannot any longer resist exploitation if they remain unorganized, nor can they retain the respect of society. As individuals they are helpless. "No group in modern society," says Elihu Root, "can secure its just rights nor

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[6]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 2, July, 1920, p. 1.

[7]H. C. Newland, "Annual Report of the A.T.A. to the A.E.A.," A.T.A. Magazine, Vol. II, No. 2, July, 1921, p. 22.

> exert its due influence in the community without organization.[8]

The idea of a strong organization of teachers was one Newland supported wholeheartedly, for he knew it would give support to teachers' demands. Through it, he hoped to force the general public and the Department of Education to recognize the teachers' aspirations. Certainly Newland was looking at the value of organization in the broader perspective, for he had a vision of education's place in society and was convinced of its great potential. But he could not ignore the immediate benefits that would accrue to teachers as certain changes were made in working for this higher goal. Immediate changes were indeed necessary and it was toward securing these changes that Newland directed his own energies. It was largely by fixing attention on the immediate gains, that he enlisted the efforts and support of a great many others.

The organization of the Alberta Teachers' Alliance in 1917 was designed to create the strong unity which teachers in Alberta to that time had lacked. In 1918 when the Alliance became a distinct and functioning body, men like George Misener, John Barnett, T.E.A. Stanley and H. C. Newland became moving forces in the struggle to make it the kind of organization that would really help the cause of the

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[8]H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 11.

teachers and the cause of education in the Province. The Alliance needed 'teeth'; it had to provide a means of making teachers heard, and of giving strength to these appeals. Until teachers themselves were convinced of the value of organization and could put their united views before the public, there was little hope of persuading school trustees and Departmental officials to give heed to their demands.

Toward this end Newland and Barnett appealed for one hundred per cent membership in the Alliance and called members to make it a 'strong union'.[9] The membership of all teachers in the Province was essential to the ultimate success of the A.T.A. Success could not be complete as long as some teachers continued to balk in the face of public opposition and fear of trade-unionism. Labor, which had made great strides in self-determination, had shown what solid organization could accomplish. With the Winnipeg General Strike in 1919 people feared that organized labor would become too powerful. Thus they looked askance at the teacher movement, labeling it 'trade-unionist'.

There was undoubtedly a measure of justification for this attitude, for in the early years of the Alliance

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[9]"Fellow Teachers," A.T.A. Magazine, Vol. I, No. 1, June, 1920, Front Cover.

there was much talk of labor affiliation.[10,11,12] Labor representatives were invited to address A.E.A. and A.T.A. conventions. As early as 1919 Mr. A. Farmilo, a District Organizer for the American Federation of Teachers, addressed the Annual General Meeting and extended an invitation to join up with labor.[13] Pro-labor articles were frequent in the Magazine and some members of the Alliance were reportedly in favor of affiliating with the labor organization. But the Alliance maintained its identity. According to Kratzmann, the Alliance officials "were not prepared to subject the totality of their interests to the influence of a body whose goals paralleled only one of their own departments of interest, viz., teacher welfare." Instead, they capitalized upon labor tactics, while still remaining free to pursue other areas of endeavor without consultation with a parent or sister organization.

Newland's aim was professionalism, not trade-unionism. He felt that while an organization of teachers could not successfully adopt trade-union tactics in total, neither

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[10] "Should Teachers Affiliate with Organized Labor?" A.T.A. Magazine, Vol. I, No. 9, March, 1921, p. 27.

[11] Dr. Harry Overstreet, A.T.A. Magazine, Vol. II, No. 2, July, 1921, p. 9.

[12] Frank Wheatley, "A Message from the Alberta Labor Men," A.T.A. Magazine, Vol. II, No. 11, April, 1922, p. 15.

[13] Arthur Kratzmann, "The Alberta Teachers' Association: A Documentary Analysis of the Dynamics of a Professional Organization." Unpublished Ph. D. thesis, University of Chicago, 1963, pp. 44-45, 203.

should it fail to make use of them where they might be beneficial in gaining the teachers' demands.

Newland blamed teachers for holding back professional growth because they refused to use the means at their disposal.[14] Teachers who let false sentiments like 'patriotism' and 'self-sacrifice' deter them from their cause were working against the true spirit of professionalism.[15] He was, himself, ready to do whatever was necessary to further the status and organization of teachers. In the Magazine, of which he was Editor from 1920-1925, a practice known as 'black-listing' was adopted from the National Union of Teachers. Where the teachers complained of treatment of a particular school board, the Alliance tried to get both sides of the story. In the event that the school board refused to cooperate or was considered in the wrong, the Alliance put it on the 'black-list'. Teachers were then requested to contact the Alliance to hear the situation before applying for or accepting a position with that board.

Another tactic looked down upon by some, but considered 'fair game' by Newland, was teachers' strikes. An active participant and negotiator for the teachers in

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[14] H. C. Newland, "Bureau of Research Formed," A.T.A. Magazine, Vol. 1, No. 1, June, 1920, p. 7.

[15] H. C. Newland, "The Slave Mind," A.T.A. Magazine, Vol. I, No. 7, January, 1921, pp. 20-22.

the Edmonton High School Teachers' strike in April 1921,[16] he supported the idea that the Canadian Teachers' Federation reimburse teachers for pay lost in strikes.[17]

A modification of the 'strike' tactic was also successfully used in securing better remuneration for teachers marking examinations. Objecting to the '30¢ per paper' rate, those teachers asked by the Department of Education to mark refused their services for less than 50¢ per paper. While the Department found other teachers to do the job, the rate was increased to that demanded by the teachers.[18] Teachers could and did make progress by 'sticking together' in a 'strong union' as Newland advocated.

But, as previously stated, the primary concern was not with trade-unionism, but with the problem of creating for teaching a social prestige that would justify its general recognition as one of the major professions.[19]

The changes he worked for were those he envisioned as vital to professional status. His aim for something beyond mere trade-unionism was eventually achieved with the

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[16]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 10-11, April-May, 1921, p. 3.

[17]Minutes of Second Annual Meeting of the Canadian Teachers' Federation, July 24, 25, 26, 1922.

[18]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 4, September-October, 1920, p. 1.

[19]H. C. Newland, "Canadian Teachers' Federation - An Appeal for Support," op. cit., p. 15.

passing of the Teaching Profession Act in 1935, and an amendment to it in 1936 which gave legal recognition to the professional status of the teaching body and made membership in the A.T.A. compulsory for teachers in the Province.

The A.T.A. Magazine

Realizing that the organization must be able to put its views effectively before the public, Newland proposed that a Press Bureau be formed and that material be gathered for a circular letter.[20] Later that year he put forth another resolution:

> That the Alberta Teachers' Alliance take steps to publish an official organ....[21]

The first issue of the A.T.A. Magazine appeared in June, 1920 under Newland's editorship. Although it was to be controlled by the policy of the Executive, the Editor was responsible for the material included in it and could use his own discretion in choosing articles and clippings from other magazines where a sufficient number of contributions from local alliances were not forthcoming.

The Magazine was one way Newland found of furthering the aims and objectives of the Alliance. In outlining these

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[20] Minutes of the Executive Meeting of the Alberta Teachers' Alliance, July 14, 1919.

[21] Ibid., December 28, 29, 1919.

for the Alberta Trustees' Association Convention in 1921, he included in these aims the following: to cooperate with other provinces in the organization of Canadian teachers; to unify the efforts of Alberta teachers in self-protection and advancement; to raise the status of teaching by securing better salaries, self determination, a greater security of tenure and teacher representation on school boards, Departmental policy committees and curriculum committees; to cooperate with other organized bodies for better education; and to improve professional qualifications and secure greater facilities for post-graduate training, both professional and non-professional.[22] Above all others, Newland felt the most important aim of the Alliance was to raise the status of the teaching profession in the Province.[23] Thus it was toward achieving this objective that most of his efforts as Editor were directed.

Primarily the Magazine was to put the teachers' views before the public, for the success of the organization depended upon successfully educating public opinion.[24] Newland was well aware of the 'power of the press' in

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[22]H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 17.

[23]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 3.

[24]H. C. Newland, "Annual Report of the A.T.A. to the A.E.A.," op. cit., p. 23.

formulating and molding public opinion, for although some newspapers in the Province were sympathetic to the cause of the teachers, others had not always conveyed a favorable picture of the teacher movement.[25] In the A.T.A. Magazine he saw the means of placing the teachers point of view more fairly and more favorably before the public, without any outside interference.[26] All teachers were encouraged to subscribe to the Magazine, and while it was mainly for teachers, others were also welcome to subscribe to it. Teachers were urged to show it to any who were interested, particularly to the trustees, in order to give them an accurate and fair picture of what the Alliance stood for.

He did not conceive of a narrow function for the Magazine, nor was it to be centered solely upon the problems of the classroom -- it was not to be concerned "with the petty details of pedagogy."[27] Rather, he envisioned a higher aim, the promotion of professionalism, for he believed that to be narrow in outlook would be fatal to teacher progress and to the ultimate progress of education. The professional teacher, he felt, must be well-informed about all spheres relating to education and to professional

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[25] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 10-11, April-May, 1921, p. 3.

[26] Calgary Albertan,"Canadian Teachers' Federation Formed," A.T.A. Magazine, Vol. 1, No. 3, August, 1920, p. 5.

[27] Ibid.

development, the Magazine could acquaint him with these issues. But certainly in the early years one of its primary functions was the unification of teachers in the struggle for professional recognition. Under Newland's editorship, it became an 'instrument of propaganda' in the promotion of the cause of professionalism. The Magazine was used to make emotional as well as intellectual appeals to the membership[28] and induce them to act in accordance with A.T.A. policies. A.T.A. goals and policies were kept continuously before the members, through the monthly president's newsletters and the annual reports of the president and general secretary-treasurer,[29] while Newland's spirited editorials were designed to "increase group patriotism and align membership attitudes with organizational objectives."[30] Through the A.T.A. Magazine, Newland was able to present a bold and persistent front, not only to the teaching body, but to trustees, Departmental officials, and any others who might chance to read its pages.

Professional Conditions of Work

The Alliance set out to secure certain rights for teachers in keeping with the position they should occupy.[31]

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[28] One such example is found in "Easter, 1921," A.T.A. Magazine, Vol. I, No. 9, March, 1921, Front Cover.

[29] Kratzmann, op. cit., p. 89.

[30] Ibid., p. 100.

[31] "What Are You Doing?" A.T.A. Magazine, Vol. I, No. 10-11, May, 1921, Front Cover.

It would also serve as some incentive for teachers to improve their qualifications and to render a higher quality of service. Such demands as the $1200 minimum salary, tenure clauses, a 200-day teaching year, and cumulative sick pay were among those pressed for in the early days of the Alliance. While many of the A.T.A.'s demands were influenced by the more mature National Union of Teachers in Britain, of which John Barnett had a first-hand knowledge, no one was a more willing supporter nor a more dynamic leader in these Alliance causes than was H. C. Newland.

Newland and Teachers' Rights

First a member-elect of the Alberta Teachers' Alliance Executive in 1919, Newland became a member of the Law Committee where he worked actively toward securing legal rights for teachers. Holding an L.L.B. in addition to a B.A. degree, he put his legal knowledge to work for the Alliance. One of the major tasks to which he first devoted himself was securing the Model Form of Agreement. Teachers needed a form of contract that would offer them greater security and permanency of tenure.[32]

This policy, he felt, would also benefit education by reducing the frequent changes of teachers and thus producing better continuity in classroom work.

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[32]H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 13.

> The fact that teachers may be arbitrarily dismissed upon the slightest pretext or merest whim without any protection for their professional reputation, goes far to show why many a red-blooded and self-respecting teacher stays in the profession just long enough to prepare for some other calling.[33]

From 1918 to 1920 the Alliance had repeatedly requested the Minister of Education to provide a new form of contract including:

(1) The self-renewing clause.
(2) The inclusion of a salary schedule.
(3) The principle of cumulative sick pay.
(4) An amendment of section 155 of the Ordinance constituting 200 instead of 210 days a full teaching year.
(5) Some form of investigation to precede the dismissal of a teacher.[34]

But although promising favorable consideration, the Minister took no action. In September, 1919, Newland was chosen to represent the Alliance's Law Committee at the next sitting of the Legislature in order to secure these changes in the School Ordinance and in the agreement forms. Since no action had been forthcoming after a previous request, the Alliance distributed model agreement forms which were used as contracts between some boards and teachers. Although Newland held a series of conferences with the Minister and appeared to reach a substantial measure of agreement on all points except the terms of investigation, the Minister

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[33] Ibid.

[34] H. C. Newland, "Teacher Representation and Model Agreement," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 19.

issued a statement declaring all contracts not in the form approved by him invalid. The statement, which neglected the fact that any contract mutually agreed upon and in keeping with the Ordinance was valid, resulted in school boards refusing to sign the Alliance form.

Early in 1920 the Minister of Education, G. P. Smith, again promised a new form of agreement but refused the 200-day year and cumulative sick pay. The security clause, while basically favored by the Alliance still contained terms far from being satisfactory. The new contract allowed only five day's notice of an investigation in the case of the dismissal of a teacher, and allowed the teacher to be accompanied only by a ratepayer or by a member of his immediate family.[35] Alliance representatives were thus denied recognition in contract disputes.

Newland vehemently criticized this new security clause as giving no protection at all, and concluded that it was unacceptable unless "radical alterations and amendments" were made.[36] Immediately he and other members of the Law Committee proposed a new tenure clause more acceptable to the Alliance and continued to work for its adoption.

With the change of Provincial Government in July, 1921, a somewhat more sympathetic Minister of Education,

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[35] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 5, November, 1920, p. 5.

[36] Ibid.

Perren Baker, took office. The Alliance Manifesto, embodying the major points desired by teachers, was submitted to the Minister by Newland and Barnett, with the Minister promising a new contract form providing for a hearing before dismissal, and the right to have an Alliance advisor at the hearing.[37] Through further meetings with Newland on the Alliance Manifesto the Minister still appeared 'fair and reasonable'. However, in June of 1922, during an address to the Trustees' Convention, the Minister took the Alliance completely off-guard by suggesting that the Alliance's substitute clause 5 (re: investigations) be removed from the agreement completely. Teachers would have the right to appeal to the Minister for an inquiry, but the advice of the inspector, acting as judge, must be taken.[38] This removed all possibility of Alliance representation, and reduced the number of days' notice of an investigation from 5 to 2, far removed from the Alliance request for 10 days. Newland regarded this as a breach of faith, a "radical departure from the spirit of the Minister's offer to the Executive of the A.T.A."[39]

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[37]"Right at Last," A.T.A. Magazine, Vol. II, No. 5, October, 1921, Front Cover.

[38]"Honorable E. Perren Baker to the Alberta Trustees," A.T.A. Magazine, Vol. IV, No. 1, June, 1923, p. 7.

[39]"Contracts," A.T.A. Magazine, Vol. IV, No. 3, August, 1923, p. 19.

In this address, however, the Minister did support the Alliance demands for a 200-day teaching year, a statutory holiday during Easter week to allow teachers to attend their convention, and the payment of interest on overdue teachers' salaries by the delinquent school board. Through persistent efforts on the part of H. C. Newland, Chairman of the Law Committee and President of the Alliance, (1920-22) teachers had successfully presented their requests to the Department of Education and had at last received some positive results. For other gains the Alliance was forced to wait. The self-renewing clause giving continuous contracts from year to year was not obtained until 1937. Later, in 1941, the individual form of contract was abolished and written confirmation of a position was deemed binding. In that year, also, school boards were required to negotiate with teachers regarding salaries.

Because the Alliance felt more protection for teachers was necessary against unfair dismissal, Newland, on behalf of the Alliance, proposed to the Minister in 1919-1920 that a Provincial Board of Reference be set up which would have jurisdiction in all teacher-board disputes. This Board of Reference would be composed of one representative each from the Trustees' Association and the Teachers' Alliance, with an impartial chairman appointed by the Department of Education. However, this request was also

turned down by the Liberal Minister, G. P. Smith.

In 1922 the Legislature passed an act to provide for the establishment of a Board of Conciliation, appointed by the Minister, to handle disputes arising between teachers and school boards.[40] However, this Board was ineffective in that it could be summoned only at the discretion of the Minister. In 1926, section 197 of the School Act was amended to provide for a Board of Reference to which either school board or teacher could submit grievances,[41] but it was not until 1934 that the decisions of the Board were made binding on the parties involved.

At the same time the Alliance had been conducting a vigorous salary campaign. At the Annual General Meeting in 1918 a resolution had been passed in which a $1200 minimum salary was set by the Alliance, and members were encouraged not to agree to anything less. This principle was also incorporated in the Alliance Manifesto of 1921:

> We believe that the status of the teaching profession can be raised by increasing salaries, thereby attracting and retaining within the profession a large number of persons of the right type, and also rendering it possible to select those best fitted for the work of teaching and to give these the highest possible grade of training.[42]

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[40] Statutes of Alberta, II George V, 1922, c. 43, s. 10.

[41] Ibid., 16-17, George V, 1926, c. 57, s. 5.

[42] A.T.A. Executive, "Alliance Manifesto," A.T.A. Magazine, Vol. II, No. 5, October, 1921, p. 3.

Thus Newland objected to the idea of a mere 'living wage' for which some teachers' organizations were agitating. The salary should be in line with the importance of the work teachers performed and with the degree to which they were qualified. But first it must be sufficient to interest those of training and intelligence.

> ... if real professional standards are to be developed for teachers, the financial reward will have to be fixed at such a level as will hold the well-trained and capable, and will compete on equal ground with other professions for the most talented and the most efficient.[43]

Certainly this could not come about while men and women were being forced to leave teaching simply to support themselves and their families. In some cases the economic positions of the teachers' families were even lower than that occupied by the teachers themselves before entering the profession.[44] The teaching profession was in danger not only of failing to attract a high calibre of teacher, but of losing those it already had.

> ... if teaching is to compete successfully with other professions and vocations for a share of the best brains of our country, it must offer financial and other rewards sufficient to enable our born teachers, men and women who would be glad to remain in the profession if they could, to make teaching a life's work.[45]

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[43] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 2, July, 1920, p. 1.

[44] H. C. Newland, "Annual Report of the A.T.A. to the A.E.A.," op. cit., p. 22.

[45] H. C. Newland, "Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 13.

It was necessary, Newland felt, for teachers to unite against this situation of subsistence wages by refusing to work for anything below the minimum wage. He believed that in order to accomplish the task of raising salaries, teachers must refuse to 'underbid' one another (a practice he did not hesitate to condemn unconditionally).[46] Despite the fact that there was a continual shortage of qualified teachers, many feared they would not secure a position if they held to the $1200 minimum. Others felt it unprofessional and unpatriotic to refuse their services over a difference in pay. It was this latter group that Newland particularly cautioned. Such terms as "duty of patriotism", "nobility of self-sacrifice", "leadership", "prestige", and "professionalism" should not be allowed to substitute for real gains.

> If this prestige (of other professions) can be transferred in the minds of teachers to their own vocation their heightened satisfaction may serve "in lieu of coin of the realm"....[47]

Such values must be recognized for what they were -- substitutes for adequate remuneration, and poor substitues at that. If teaching truly had the prestige and recognition of leadership which some people professed, and for which the Alliance was striving, teachers would have no need to

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[46] H. C. Newland, "Editorial Notes," A.T.A. Magazine, Vol. III, No. 2, July, 1922, p. 5.

[47] H. C. Newland, "The Slave Mind," op. cit.

struggle for higher salaries; the public would gladly be paying it already.

Teachers, Newland believed, were as expert in their profession as doctors and lawyers were in theirs, and should receive financial rewards on the same level as other professionals. Teachers rendered a very vital service; the value of this service should warrant a higher standard of pay. Teachers, in turn, would respond with a higher quality of work.

> Let the work of teaching receive a reward and recognition commensurate with its worth to the community and to the state: there will then be no difficulty about efficiency.[48]

By united and concentrated effort on the part of members of the Alliance, the $1200 minimum gained a measure of recognition. The Calgary School Board was the first to adopt this policy, with other boards gradually following suit. Unfortunately for teachers their success was temporary. Depression years saw the minimum wage drastically lowered, and in many cases, totally ignored by indigent school boards. Nevertheless, with this initial success to their credit, the Allicance then drew up a salary schedule to serve as a guideline for teachers seeking salary increments for additional service or training.

> The establishing of uniform salary schedules with provisions for annual increments, maximum and minimum, and special allowances for

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[48] Ibid.

> experience and high qualifications is our settled policy.[49]

Definite and concrete gains were also made in the area of regularity of payment. Teachers often suffered undue hardships because the board did not pay them regularly and because payments were made only every three months. Under constant pressure by Newland on behalf of the Alliance the School Ordinance was amended in 1921, making it compulsory for trustees to pay teachers at least once a month. Legal action could be taken where the payments were not forthcoming, and interest on the overdue portion was to be paid by the board.[50]

A penson scheme was still not forthcoming, however. As one of the points in the Manifesto, it was brought before the U.F.A. Minister of Education on several occasions by Newland and other members of the Alliance Executive.[52] While the Minister was favorably inclined, it was one point that would be difficult to sell to the trustees, thus no

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[49]H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 13.

[50]"Official Announcements," A.T.A. Magazine, Vol. II, No. 5, October, 1921, p. 1.

[51]H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 4, September-October, 1920, pp. 1, 3.

[52]"News Notes," A.T.A. Magazine, Vol. II, No. 5, October, 1921, p. 5; Vol. II, No. 10, March, 1922, pp. 17-19; Vol. III, No. 8, January, 1923, p. 5; Vol. III, No. 9, February, 1923, p. 9.

action was taken on it. By March, 1925 even after Newland was no longer a member of the Executive, he was still advocating the establishment of a pension scheme in the columns of the A.T.A. Magazine. Pensions, he felt, were necessary for the economic stability of the teaching profession. He called for a unified press on the Provincial Government to institute a Provincial Pensions Scheme. This would be a much safer approach than leaving it up to the individual school board, for if various boards began such schemes, the Government may choose to 'pass the buck' to school boards entirely. This would prevent any unified system from being implemented, which in turn, would prevent teachers from moving from one school or town to another.[53,54] Although it took more than 20 years, a meagre pension scheme was finally established in 1939 with the passing of the Teachers' Retirement Fund Act. Continued pressure resulted in an improved plan in 1948.

Increased Professional Responsibilities

There were also some non-material rights that Newland sought to win for teachers.

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[53] H. C. Newland, "Pensions for Alberta Teachers," A.T.A. Magazine, Vol. V, No. 10, March, 1925, p. 13.

[54] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. V, No. 10, March, 1925, p. 15.

> Economic freedom will be good when we get it, but we shall not have a professional status until we obtain administrative freedom, and social and political freedom as well.[55]

He wanted the right of teachers to have their positions and their organizations accorded proper recognition. Newland called it self-determination, or professional freedom. For him it was part of a truly professional status, thus he worked for it as untiringly as he had for contracts and salary schedules. Teachers should have a say in the policies affecting the conditions of their work.

> To quote the Minister of Education (G. P. Smith), in his address this morning: "Who, if not the teachers, can help to solve educational problems?" The teacher ought to be an educationist, not a state slave. He ought therefore to have a say in what he must do, and how he must do it.[56]

Teacher representation was the first step the Alliance pressed for in this direction; the recognition of Alliance representatives in contract disputes and salary bargains, and the right of teachers to sit on school boards and serve on their committees. Newland maintained that it was much more satisfactory for boards to deal with teachers as an organized body rather than as individuals, especially in deciding salaries. The collective bargain, he said was a superior way of handling matters. It:

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[55] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. I, No. 2, July, 1920, p. 1.

[56] H. C. Newland, "Teacher Representation and Model Agreement," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 17.

> ... is fairer, more expeditious, and more economical than a series of individual bargains; it defeats favoritism and lobbying, discourages individualism in the sense of "selfishness" and fosters a spirit of cooperation and mutual goodwill.[57]

As school boards in some of the larger centers began to adopt this system of collective bargaining with representatives of the local alliances, Edmonton went a step further in 1920 by inviting two representatives, one from the High School and one from the Public School Alliance, to attend all Board meetings and meetings of the School Management Committee. These representatives were to supply information on any matter affecting the work or interests of teachers, and to participate in discussions of these matters. Newland commended this action, believing it was in large part responsible for the satisfactory salary schedules for Edmonton teachers.[58] Ideally, he hoped to see the day when teachers could sit not only in a consultative capacity, but as full-fledged members of the School Board.[59]

Educational policies, he felt, should not depend upon political expediency, but upon expertise. Since teachers bore the responsibility for putting educational policies into effect, teachers should be consulted in forming them.

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[57] Ibid.

[58] Ibid.

[59] Ibid.

> ... ultimately, the task of rendering effective his (the Minister of Education's) policies, however brilliantly conceived, devolves upon his teachers. If, therefore, educational policies be framed without consulting with representatives of the teaching body, and without recognizing the inherent right of that body to a share in the deliberations, the issue cannot, save by the merest accident, be success and efficiency.[60]

In curricula, examinations, contracts, and all other matters where teachers' interests were directly affected, Newland demanded that their right to be heard must be recognized. Autocracy must not be tolerated; it was time to democratize the school system. The whole educational system was based upon force and compulsion rather than upon cooperation and harmony. The Minister made the decisions and simply had them relayed from one level to the next, through Departmental officials, school boards, teachers and finally to students. Teachers should not put up with this any longer. They wanted the recognition due to their position in society. Because of his commitment to educational improvement, and perhaps because he, himself, was a well-educated man, Newland was a forceful advocate on behalf of this principle. In an address delivered before the Alberta Trustees' Association Convention, he made the teachers' position clear:

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[60] H. C. Newland, "Editorial-Self Determination," A.T.A. Magazine, Vol. I, No. 5, November, 1920, p. 3.

> We desire to have a voice in the control of educational policy, to be consulted in the matter of drafting curricula, and in all other matters affecting the interests, rights and duties of teachers. This, we conceive, is only fair and democratic. There has been, and is yet, a tendency to regard teachers as mere cogs in the educational machine. Officials and bureaucrats press the button and behold, the well-contrived mechanism turns out well-trained and "educated" young people.[61]

This was contrary to the democratic principle that motivated him so strongly. The schools needed democracy in order to develop "free and self controlled citizens, and the teacher must be free as well as the students."[62]

So strongly did he and other teachers feel about this principle of self-determination that when the Edmonton School Board rescinded its earlier decision regarding teacher representation at meetings, and refused to negotiate with teachers on a collective basis for the 1921 salary schedule, the seventy-four members of the Edmonton High School Teachers' Local Alliance went on strike. H. C. Newland, along with Mary Crawford and John Taylor represented the teachers in a meeting with the School Board and succeeded in retaining a measure of representation for teachers.[63] In place of straight teacher representation, a Conference Committee of the School Board was formed to

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[61] H. C. Newland, "The Aims and Objects of the Alberta Teachers' Alliance," op. cit., p. 13.

[62] Ibid.

[63] Minutes of meetings of the Edmonton Public School Board, March, 2, 7, 17, 24 and April 7, 11, 16, 19. Book 4, pp. 2449-3264.

meet teacher-representatives and discuss matters the Alliance wished to place before the Board. Alliance representatives were also to be present at any meeting of the Board when a report of the Conference Committee was being considered. While not regaining in entirety what had formerly been theirs, due to Newland's forceful leadership teachers did not lose their former gains completely either.

For Newland, however, true professionalism meant more than winning additional rights and recognition. There were also certain duties and responsibilities teachers must undertake, for in some instances the newly secured rights also meant new obligations. Newland was anxious that teachers should undertake them.

Such was the case in the matter of curricula. The Alliance had often voiced its belief in the right of teachers to participate in curriculum-making, and it would entail much extra time and effort on their part.

> ... a revision of our present secondary school programme is desirable, and it is thought that the teachers themselves, upon whom the system of school administration ultimately depends, ought to be the ones who could and should give sound constructive criticism.[64]

Not only were teachers in the best position to know whether changes were necessary and along which lines they should

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[64] H. C. Newland, "A Bureau of Research," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 8.

proceed, but as educators, they would have only the best interests of education at heart. It was their duty, then, to perform such tasks when required.[65]

With the change in Provincial Government in 1921, teachers requested and received recognition and duties in connection with the curricula for Alberta schools. Newland, on behalf of the Alliance, requested teacher-representatives on both the Professional and Laymen's Committees for revising the High School curriculum.[66] In response, the Supervisor of Schools, G. Fred McNally, invited the Alliance to participate in the revision.[67] Newland was the Alliance nominee appointed to represent the A.T.A. on the High School Curriculum Committee, working on the committee for 'Moderns and Classics'. The Alliance was also given an opportunity to discuss both the proposed new Public School and High School curricula before they were given final approval by the Department of Education.[68] This was carried out at the Annual General Meeting of the A.T.A. during Easter week in

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[65]Calgary Herald, Editorial , Front Cover, A.T.A. Magazine, Vol. II, No. 5, October, 1921.

[66]"Alliance Manifesto," A.T.A. Magazine, Vol. II, No. 5, October, 1921, p. 3.

[67]"News Notes," A.T.A. Magazine, Vol. II, No. 5, October, 1921, p. 7.

[68]H. C. Newland, "President's Report: Fifth Annual Meeting of the A.T.A.," A.T.A. Magazine, Vol. II, No. 10, March, 1922, p. 18.

1923,[69] and a summary of their proposed recommendations was published in a later issue of the A.T.A. Magazine.[70] The Alliance was successfully carrying its share of the work load as a consequence of its new rights and recognition.

Teachers also enlarged their duties by sending representatives to sit on the Examinations Board. Because teachers were responsible for the work upon which the examination system was based, it was felt that they should share the work and have a voice in setting up examinations and policies regarding the same. Again Newland, as the 'leader' of the teachers, had fought for and won a further 'right' for teachers.[71]

Professional Quality and Qualifications

Although much attention was paid to increasing the rights and privileges of teachers, Newland did not neglect the fact of professional quality as a necessary condition of professionalism. If teachers claimed to be professionals, they must meet the standards expected of them. They could

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[69]"Sixth Annual General Meeting of the Alberta Teachers' Alliance Inc.," A.T.A. Magazine, Vol. III, No. 11, April, 1923, p. 3.

[70]"Summary of Recommendations of Curriculum Meetings of Last Easter Convention," A.T.A. Magazine, Vol. IV, No. 9, February, 1924, pp. 3, 5.

[71]H. C. Newland, "President's Report: Fifth Annual Meeting of the A.T.A.," A.T.A. Magazine, Vol. II, No. 10, March, 1922, pp. 17-19.

not insist upon professional conditions, privileges, and status if they could not meet professional qualifications. Newland clearly believed that teachers must justify their claims to professional status and responsibility by showing that their competence was of professional quality.

> The modern teacher must be as well-qualified in his special work as is the modern physician or lawyer.[72]

This could never be achieved as long as the practice of granting 'permits' and third class certificates continued. The teaching profession must work to eliminate those classroom teachers of inferior training and qualifications, for these teachers would hold back the advancement of professional status and quality.

Newland, himself, was a well-educated man. In view of his own professional preparation it is understandable that Newland was strongly opposed to the undermining of the teachers' position by inferior academic qualification. He felt the matter of upgrading teaching-qualifications was one the Alliance should actively work toward. On a motion from Newland, the Alliance went on record as opposing permit teachers, short Normal courses, and the importation of teachers from other provinces.[73] Not only did these practices

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[72]H. C. Newland, "A Bureau of Research," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 7.

[73]Minutes of the Executive Meeting of the Alberta Teachers' Alliance, December 28, 29, 1919.

lower the standard of teachers in the Province, but they were unfair to those who had qualified in the regular manner. The Alliance early took a firm stand against the Departmental practice of issuing permits, for it was in direct opposition to the goal of raising teachers' status.

> That this problem (of teacher-status) cannot possibly be solved by lowering the standard of requirements for entrance to the profession was discovered by the Alliance two years ago; indeed, this fact is the very raison d'etre of our organization, and we have been persistently and vociferously proclaiming it ever since.[74]

The Alliance formally registered its complaint with the Department of Education in a request that the Minister issue no more 'permits' and third-class certificates, and that he stiffen teacher training courses in Normal Schools.[75]

In delivering the Report on the Alberta Teachers' Alliance at the Canadian Teachers' Federation Meeting in 1921, Newland again came out against 'permit' teachers and voiced his favor of greater unity and equality of teacher qualifications.[76] So strongly did the Alliance feel about this matter that it was embodied in the Alliance Constitution:

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[74] H. C. Newland, "Teacher Representation and Model Agreement," op. cit., p. 17.

[75] Ibid., and Minutes of First Annual Meeting of the Canadian Teachers' Federation, August 6-9, 1921.

[76] Ibid., Minutes of First Annual Meeting of C.T.F., August 6-9, 1921; also, Minutes of Inaugural Meeting of C.T.F., July 26, 1920; and A.T.A. Magazine, Vol. I, No. 3, August 1920, p. 5.

> ... those persons known as "permit teachers" shall not be eligible for membership.[77]

Similarly, in explaining Alberta's position to the C.T.F. delegates at the Inaugural Meeting in 1920,

> Our organization has no room for the permit teachers: We must take care that the qualifications of the teachers are not lowered.[78]

Newland was also a strong advocate of upgrading through formal course work, vigorously supporting an Alliance resolution asking that the University of Alberta offer advanced professional courses for teachers:

> This resolution is certainly along the right line. If the University could offer a six-year course leading to the degree of Bachelor of Education for all those who desire to make teaching their life's work, teaching would then be placed on the same footing as Law or Medicine -- and would then be printed with an upper case T.[79]

In this course he envisioned training in the practical side of the profession, preparation for teaching the ordinary school subjects, and a period of specialization in such subjects as education, psychology, physiology and philosophy.[80]

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[77] "A.T.A. Constitution," A.T.A. Magazine, Vol. I, No. 4, September, October.

[78] "C.T.F. Formed," A.T.A. Magazine, Vol. I, No. 3, August, 1920, p. 5.

[79] H. C. Newland, "Editorial," A.T.A. Magazine, Vol. IV, No. 1, June, 1923, p. 16.

[80] Ibid.

While this was an admirable aim, it was far from realistic for that time when there was such a lack of any kind of teacher that 'permits' had to be issued to staff the schools. Because Newland himself was far more highly trained than the average teacher, he felt that all who entered the field should be both willing and able to achieve this standard. If they lacked either desire or ability it is highly probable that he would not have regarded them as acceptable candidates for the profession. This, then, was not only one way of encouraging teachers to improve their competence and training, but of encouraging only the 'right kind' of person to take up the profession in the future.

> Teachers themselves must receive a training in scientific education which compares in intensity and duration with a course in medicine or law. We should look forward to the day when no person will be granted a license to practice teaching in Canada without having first taken a five years' course in education at some university.[81]

He was pleased that some Canadian universities had already established special courses and special degrees in education, and hoped that this would ultimately lead to the absorption of the Normal Schools by the Universities.[82] But until such time as the 5-year course could be realized, Newland

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[81] H. C. Newland, "Fifth Annual Meeting of the Canadian Teachers' Federation; President Newland's Report," A.T.A. Magazine, Vol. V, No. 4, September, 1924, pp. 5, 7.

[82] Ibid.

continued to press for a longer Normal course, and for teacher education to be handled by the university. It was not until 1945 however, that this goal was reached when all teachers' training in Alberta was handed over to the newly created Faculty of Education under Dr. M. E. LaZerte. Newland also believed that teachers should be given the opportunity to keep in touch with new developments in education, and to further upgrade their own qualifications. Thus he asked the Department of Education to maintain its financial assistance to summer school students, and advocated post graduate professional training during leaves of absence.[83]

Bureau of Research

Newland's advocacy of the establishment of a Bureau of Research was yet another appeal for professionalism on the part of the teacher.[84] Speaking to the A.G.M. in 1920, he stated:

> The fundamental idea is this: If teachers are to occupy their position in the eyes of the public, of school boards, or of the Department of Education, they must justify their claim to higher salaries and administrative problems by showing that they are competent and efficient in every line of educational endeavor.[85]

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[83]H. C. Newland, "Aims and Objects of Alberta Teachers' Alliance," op. cit., p. 17.

[84]Minutes of the Annual General Meeting of the A.T.A., April 7, 1920.

[85]Ibid.

This Bureau was to explore such questions as taxation, school administration, and any other "matters affecting the aims and interests of the Alliance."[86] Published monthly as a column in the A.T.A. Magazine, it was designed to aid teachers in becoming 'experts' in matters relating to every phase or concern of education. For Newland, "professional" meant professional in every sense of the word and the aspect of professional quality was a very vital part of it. To achieve true professional status, he believed teachers would have to rely on their own initiative.

> ... teachers themselves have in the past been in great measure responsible for low status through lack of effort on their part; ... by further extending their efforts to master the technique of their profession, teachers will justify the placing in their hands of increased responsibility in matters of educational policy.[87]

The Bureau of Research was organized to meet the criticism that "the Alberta Teachers' Alliance was interested in nothing but the question of raising salaries."[88] It was also a good publicity device, for through it the A.T.A. could cooperate with other organizations, with other educationists of the Province who were not members of the Alliance, and with prominent men who were not educators but

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[86] Ibid.

[87] H. C. Newland, "A Bureau of Research," A.T.A. Magazine, Vol. I, No. 1, June, 1920, p. 7.

[88] H. C. Newland, "Annual Report of the A.T.A. to the A.E.A.," A.T.A. Magazine, Vol. II, No. 2, July, 1921, p. 21.

were interested in the work, by asking them to take part in the research and to sit on the study committees.[89]

He believed that teachers, as an organized body, could make real contributions to the study of educational problems, and expressed a desire to cooperate with the Department of Education in solving the "difficulties in the educational life of the Province."[90] By helping teachers become better informed through the pages of the A.T.A. Magazine, he took an active step in this direction.

Bureau of Education

Newland also saw another way in which the Alliance could help not only its own members, but education in the general sense. In a meeting of the Law Committee[91] of which Newland was Chairman, it was recommended that a Provincial Institute be established to assist teachers in gaining a higher academic and/or professional standard. To H. C. Newland was given the task of publicizing it and of drawing up the terms of its association with the parent body. Later known as the Bureau of Education, it became

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[89] Initially, two committees were set up -- one to study and report on taxation, the other on curricula.

[90] Minutes of Executive Meeting of the A.T.A., April 3, 1921.

[91] "Report of Meeting of the Law Committee," Minutes of Executive Meeting of A.T.A., Nov. 11, 1922.

Newland's special project. By the following spring the Bureau was ready for business with the complete staff of the Alberta College Correspondence Department employed to write up the courses. The services provided were on two levels: firstly, to help teachers upgrade their own qualifications by offering courses on the Grade XI and XII levels; second, to offer help in the actual teaching of specific courses by providing such things as lesson helps, stencils, and test materials.

Specific purposes of the Bureau were set out in a resolution before the A.G.M., April 2, 1923:

> Resolved, that the Executive of the A.T.A. be empowered to establish an educational bureau under the control of the A.T.A. with the following aims:
>
> (a) To assist members of the A.T.A. to keep in touch with the scientific work in education.
> (b) To assist members of the A.T.A. to improve their professional training.
> (c) To help mold public opinion in educational matters so as to make possible the putting into practice of the best educational knowledge.
> (d) To assist teachers in the Province in bringing about a greater uniformity in the grading of pupils.[92]

Newland was appointed Managing Director and President of the A.T.A. Publishing Company, and the Alliance General Secretary-Treasurer, John Barnett, was appointed Secretary-Treasurer for this new venture. While the Executive was

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[92]Minutes of the Annual General Meeting of the A.T.A., April 2, 1923.

still to have final authority in matters pertaining to the Publishing Company, the real business of running it fell upon Newland's shoulders. In the Bureau Newland saw an opportunity to show the public and teachers alike that the Alliance was concerned not only with higher salaries and increased rights for teachers, but with improved quality of teachers and of education in the Province. The Bureau was one further manifestation that professional competence and academic preparation were at least as important in the teacher's definition of professional status as were the material and legal benefits for which they had fought. Contrary to Kratzmann's statement that the A.T.A. had no "service" goals in the early years,[93] the Bureau was definitely "service" oriented in that it sought to provide a better quality of teacher, and therefore a better quality of educational service to the people of the province. However, the Bureau was to be short-lived. While many teachers took advantage of the services rendered by the Bureau,[94] it soon became "a thorn in the flesh of the Alliance."[95] The problems of over-due accounts from

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[93] A. Kratzmann, op. cit., p. 265. Kratzmann distinguishes between "welfare" goals -- pensions, tenure, etc. and "service" goals -- improved quality of services to the public.

[94] "President's Report - Eighth Annual General Meeting of the A.T.A.," A.T.A. Magazine, Vol. V, No. 12, May, 1925, p. 17.

[95] Ibid.

subscribers and the cost of employing full-time course writers and selling agents prevented the operation from becoming financially stable, thus it created a constant drain of Alliance funds. Incidents of overpayment to Bureau agents created strong feelings among Bureau and Executive officers. Less convinced of the value of the Bureau's work than was Newland, some members of the A.T.A. saw it as an added burden without which the Alliance would be far better off. Others regarded any business venture an inappropriate activity for the Alliance, and resented the fact that a minority of members (the 10% who were shareholders) might be able to make a profit from its operations.[96]

But the major factor in its early demise was the continual frustration it created for the Alliance Executive in the realm of personal relationships. From its inception in April, 1923, until it was finally sold in 1928, discussions on the Bureau frequently revealed personal dissatisfaction with at least some phase of its operation. It would appear that Newland, a somewhat outspoken man, was not one to compromise in his dealings with others. He assumed full control of Bureau affairs and ran them as he saw fit. Almost from the first, however, he was confronted with a hostile staff of course writers who resented Newland's

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[96]Minutes of the Annual General Meetings, 1922-1927.

authority and felt that their former principal, Mr. Richards, should be given full control over the Correspondence Department.[97] Most significant however, were the differences which arose between H. C. Newland and John Barnett. The General Secretary-Treasurer also felt that the Managing Director did entirely too much managing and directing. He therefore asked the Executive to give a ruling on the scope of duties and powers of the two officers of the Company, and was apparently displeased at having his own duties confined to those regarding finances.[98] In a subsequent meeting of the Board of Directors of the A.T.A. Publishing Company[99] the issue had attained such proportions that a four-hour argument between Barnett and Newland over their respective duties ended in deadlock and had to be referred to the Alliance Executive for final settlement. When the Executive confined Barnett's duties to recording minutes and keeping track of the sale of shares, Barnett asked to be released.[100]

Although Barnett was finally persuaded to remain in his position, the dispute continued until the following spring. On March 1, 1924 an Executive Meeting was called

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[97]A.T.A. Publishing Company Limited, Minutes of a Meeting of the Board of Directors, April 7, 1923, (included in Minutes of the Executive Council of the A.T.A.).

[98]Minutes of the Executive Meeting, June 16, 1923.

[99]Ibid., June 23, 1923.

[100]Minutes of Executive Meeting, October 6, 1923.

for the special purpose of airing the dispute between the Secretary-Treasurer of the Alliance and the Managing Director of the Bureau. A long and heated discussion took place regarding the relations between the two men which "lasted until the end of the afternoon session".[101] The President of the Alliance charged that the General Secretary-Treasurer "had supplied certain information to people outside the Executive which ... should have been withheld."[102] Mr. Barnett replied that no other alternative had been open to him after discussion on the question of "taking away from the Treasurer of the Company his duties" than "to inform or appeal to the membership."[103] Barnett's opinion on the matter was further expressed when he accused the Executive of "taking away his powers in the Bureau and handing them over to Newland."[104] Charges were also made that Mr. Barnett had failed to take the President into his confidence and had not asked for his consent before taking action.[105]

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[101] Ibid., March 1, 1924.

[102] Ibid. [103] Ibid.

[104] Minutes of the Annual General Meeting, April 21, 1924.

[105] The President of the Alliance regarded Mr. Barnett's issuing of over 50 solicitor's letters to members with overdue accounts in the Bureau as bad business practice at a time when the Alliance was still struggling to recruit members.

The argument reached the personal level when Newland suggested that "the office of Director of the Bureau would require academic qualifications higher than those possessed by the General Secretary-Treasurer."[106] Since no solution was reached by the Executive, the whole matter was referred to the Annual General Meeting on March 20, 1924. Again the animosity between the two officers of the Bureau was manifest when

> Mr. Barnett signified that he would serve only as a servant directly responsible to the Executive.[107]

Clearly, Barnett was not prepared to continue his duties in connection with the Bureau under the direction of Newland. Therefore, the representatives to the A.G.M. were requested to vote to give lead to the Executive as to whom they should appoint as General Manager.[108] When the vote came, Barnett's past efforts in building up the membership and in fighting for the welfare of individual teachers were not forgotten. As a paid official of the Alliance Barnett had been vitally connected with every important aspect of the organization and was the one man who knew its operations inside and out. As such, he was indispensible to the

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[106] Executive Meeting, March 1, 1924.

[107] Minutes of the Annual General Meeting, April 21, 1924.

[108] Ibid.

Alliance at that time. Newland, was much less central to the organization at that point. However, the fact that his services as Vice-President, President and Editor were also highly regarded was reflected in the reluctance of the majority of the representatives to make a choice between Barnett and Newland. When the results were tallied, the Executive received an overwhelming majority of 36 votes, Barnett 10, and Newland 6. Since the Executive as a whole could not act as Director of the Bureau, Barnett, as General Secretary of the Alliance and next in line in the voting, was eventually delegated to the position.

Although Mr. Newland carried on in his capacity of Managing Director of the Bureau of Education until the next year, the matter was finally closed at the Eighth Annual General Meeting in April, 1925. Here he came under fire again, not only in connection with the Bureau but also in regard to his management of the A.T.A. Magazine. Many teachers felt that the Magazine was not meeting the special needs of the teachers of the Province:

> ... in dealing with our own peculiar problems and promoting means of bettering teaching conditions in the Province.
> THEREFORE BE IT RESOLVED, That a management be appointed that will bring it into line with the best interests of the teaching profession of Alberta.[109]

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[109]Minutes of the Annual General Meeting, April 16, 1925.

Requests were made for inclusion of such things as model lesson plans, pedagogic theories and psychological research, with the idea that the Magazine be of more practical use, particularly to teachers in outside points.[110]

It was decided that the best interests of the Alliance would be served by having all its activities coordinated under one executive official and that the Editor of the A.T.A. Magazine, the Managing Director of the Bureau, and the General Secretary-Treasurer of the Alliance "be one person".[111] The decision resulting from the vote of the Alliance delegates served to end a period in Newland's life in which he had had a prominent voice in policy matters of the A.T.A.

With Barnett assuming both positions that Newland had formerly held, Newland turned his energies to other educational matters and his affiliation with Alliance business was brought to an end.

Newland and the Canadian Teachers' Federation

During the 1920's Newland's efforts on behalf of education were not limited to the local scene. His strong commitment to the value of organized strength was further evidenced by the active role he played in the organization

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[110] Ibid.

[111] Ibid.

of teachers on a national level -- the formation of the Canadian Teachers' Federation. As President of the Alberta Teachers' Alliance, he was one of three Alberta delegates to the inaugural meeting of the C.T.F. held in Calgary July 26 and 27, 1920.[112]

From the beginning Newland played an active part in helping to form the lines upon which the C.T.F. would function. Along with J. W. Barnett and W. H. Huntly, he was appointed to a subcommittee to consider the powers of the new organization in 1920.[113] In later years he served on the Constitution Committee, the Resolutions Committee, and the Press Committee as well as on a sub-committee to consider financial assistance to Provincial Federations suffering loss of pay during strikes.[114] As Alberta's representative, he was a member of the Executive in 1920 and in 1921. He was elected Vice-President for the 1922-23 term, and President from 1923-1924.

Newland's efforts on behalf of the C.T.F. stemmed not only from the fact that he was one of Alberta's representatives to this new organization, but also from his own personal commitment to the principle of a dominion-wide organization. He saw in it yet another opportunity to

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[112] Minutes of the Canadaian Teachers' Federation, July 26, 27, 1920.

[113] Ibid.

[114] Ibid., August 6, 8, 9, 1921.

work for the advancement of the teaching profession and of education on a much broader scale than the Alberta Alliance was able to work. He also saw the possibility of gaining increased prestige and support for the Alberta movement. With a larger organization like the C.T.F. calling for teacher benefits, he hoped the ideas of the provincial organizations would gain greater acceptance in their various localities. The C.T.F. would demonstrate that the teacher movement was a nation-wide issue and was not peculiar to any one area.

Newland was concerned for the professional advancement of teachers not simply in Alberta but in all of the provinces. He was eager to see the C.T.F. help other provincial teachers' organizations make the gains Alberta had already achieved, for a step forward by any one of them was a stepping stone for all others. Unity of purpose and action was the key to the successful achievement of professional status. The C.T.F. could help develop greater "esprit de corps" and professional consciousness among its members and could bring the teachers' plight before the public in a way that had previously been impossible. In Newland's words, the aim of the new organization was "to increase the solidarity of the profession" and to "engender a sympathetic understanding, a broader spirit of tolerance, and a desire for harmonious cooperation" among

teachers and laymen alike.[115]

In the early years H. C. Newland offered strong leadership to the infant organization.

Understandably, the ideas he proposed to the C.T.F. were those which he was simultaneously voicing on the local scene. His concept of the teacher as a natural and rightful leader in society was again put forth.

> The teachers of Canada by common counsel and consent are advancing with determination to their new and rightful position in society and in the State. The Canadian Teachers' Federation begins to function.[116]

As in Alberta, he was also concerned for professional qualifications of teachers on the national level. He appealed for well-qualified educators, and requested that efforts be made to obtain greater equality of teachers' qualifications throughout Canada.[117] At Newland's urging, the C.T.F. also went on record as opposing the short Normal courses and the practice of issuing 'permits' by Provincial Departmental officials.[118] Professional conduct was not to be neglected either. He supported a motion that each provincial organization draw up a code of honor

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[115] "Editorial," A.T.A. Magazine, Vol. IV, No. 4, September, 1923, p. 17.

[116] "Editorial - Reaction and the C.T.F.," A.T.A. Magazine, Vol. I, No. 9, 1921, p. 3.

[117] Minutes of the First Annual Meeting of the Canadian Teachers' Federation, August 6, 8, 9, 1921.

[118] Ibid.

governing the professional etiquette of its members and that these codes be respected by all members of other provincial organizations.[119] This would remove the danger of teachers from other provinces underbidding local teachers, or from coming in to fill positions of teachers on strike. It would also help produce a higher quality of personal character among teachers for their actions would be in accordance with the high ideals of their professional code.[120]

Practical gains were by no means neglected by Newland. After an address in which he spoke on the principle of self-determination and explained how Advisory Committees on school boards were instituted and operated, the C.T.F. immediately endorsed the idea of teacher representation, in an advisory capacity, on school boards. Efforts toward dominion-wide recognition of teachers were carried a step forward when Newland moved that representatives of each affiliated organization of the C.T.F. be placed on the National Council of Education.[121] It was also upon a motion by Newland that the C.T.F. undertook a dominion-wide press for higher salaries[122] and endorsed the principle of cumulative sick pay.[123]

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[119]Minutes of the Inaugural Meeting of the C.T.F., July 26, 27, 1920.

[120]"Editorial Notes," A.T.A. Magazine, Vol. III, No. 2, July, 1922, p. 5.

[121]Minutes of the C.T.F., July 26, 27, 1920.

[122]Ibid.

[123]Ibid.

As President of the C.T.F. for the year 1923-24, H. C. Newland was no less dynamic in his leadership. During his term of office he sought to extend the influence of the teacher by arranging for an interchange of delegates with a number of other associations concerned with education.[124] By renewing the publication of the C.T.F. Bulletin, (which had previously been published only briefly and then dropped), he provided a means of keeping Canadian teachers at least partially up to date on educational advancements both at home and abroad. It was also largely through the persistent efforts of the C.T.F. Executive that a central Bureau of Information and Educational Statistics was started by the National Council of Education, providing information about rights, duties and obligations of teachers in any part of Canada.[125] In short, he vigorously supported any efforts to "enlighten the general public as to the importance of education to the nation" and the vital necessity of public recognition of the work of the teacher.[126]

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[124]"Fifth Annual Meeting of C.T.F. - President Newland's Report," A.T.A. Magazine, Vol. V, No. 4, Sept. 1924, p. 5. Canadian School Trustees' and Ratepayers' Association, National Council of Education, League of Empire, World Conference on Education (1923, San Francisco), National Education Association of the United States, National Union of Teachers, Ed. Institute of Scotland, International Federation of Intellectual Workers (France).

[125]"Fifth Annual Meeting of C.T.F. - President Newland's Report," op. cit.

[126]Minutes of the C.T.F., August 6, 8, 9, 1921.

Summary and Conclusions

(1) As President and member of the Alberta Teachers' Alliance Executive, H. C. Newland played an important role in the growth of the organization. While some of the basic ideas and tactics espoused by the Alliance were influenced by the National Union of Teachers in Britain (via John Barnett) and from the American Federation of Teachers, H. C. Newland was an earnest proponent of Alliance aims. As one of the founders of the C.T.F. he sought to expand what the A.T.A. was doing on the local level to the national level, by increasing the Canadian consciousness of the importance of education and of the teacher in the educative process. His ideas were undeniably in line with the newer ideas of educators at that time as put forth by such organizations as the American Federation of Teachers, the National Union of Teachers, and the Alberta Teachers' Alliance. His enthusiastic pronouncements of them marked him as a leader of educational thought in Canada.

(2) Not only did H. C. Newland concern himself with ideals for education and for the teaching profession, but he worked for the acceptance and recognition of these ideals in various ways. These methods included representations to Government officials and school boards, addresses to conventions, and writings in the A.T.A. Magazine.

(3) As Editor of the Magazine he presented an intellectual appeal to teachers to conform to A.T.A. policies and provided a valuable service in keeping the teaching body informed on educational issues. In establishing and developing the A.T.A. Magazine he created a bold and enduring organ of A.T.A. propaganda, and an indispensible tool in professionalizing the teaching body.

(4) The Bureau of Education represented another concern of Newland, and his associates in the Alliance, that of raising the quality of teachers. However, when budgetary limitations caused the matter of Alliance priorities to be considered, Newland was relatively alone in continuing to advocate the importance of the Bureau at the expense of other activities. This difference was viewed by some in terms of supporting either Newland or Barnett. The choice made, whether based on the issue of priorities or on personalities, favored Barnett.

(5) When Newland lost the support of the membership, he withdrew from prominent activity in the A.T.A. A dynamic personality, he had been instrumental in getting the machinery in motion for the development of a strong teachers' organization, and for eventual improvements in the educational sphere. By his efforts he contributed to the development of a new attitude toward education and the teacher's role in it.

CHAPTER III

NEWLAND AND THE EDUCATION SOCIETY OF EDMONTON

Newland's belief in and commitment to education was further manifest in his renewed efforts to improve the professional quality of his colleagues. Motivated by a strong belief in and commitment to the necessity of an intellectually alert and informed teaching force to provide leadership in matters of educational concern, he sought to stimulate this commitment in his colleagues through the Edmonton Education Society, while at the same time reaffirming his belief in the merits of organized bodies of professional educators. Working towards this goal, Newland proposed that a study group be formed "where matters of concern to the teaching profession would be probed, analysed and, perhaps, resolved."[1] This group, known as the Education Society of Edmonton, was formed in February, 1927, under Newland's guidance. A. E. Rosborough, one of the Society's charter members later wrote:

> The Society came into being through the efforts of Dr. H. C. Newland ... one of the organizers of the Alberta Teachers' Alliance, and later of the Canadian Teachers' Federation. After several years of active work in these two fields he became convinced that, if education

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[1]W. D. McDougall, 'The First Forty Years of the Education Society of Edmonton.' Unpublished document, 1967, p. 3.

> was to play the part it should in the life of our nation, there must be developed a better informed and more able leadership than had yet been produced, and he believed this could be done only by a group of interested and capable people getting together regularly and studying educational problems, with the purpose of seeking solutions and then unitedly trying to implement these solutions.[2]

Development of Informed Educational Leadership

At the inaugural meeting of the Edmonton Education Society, (February 26, 1927), H. C. Newland briefly outlined the aims of the club to the eleven men present, and along with Mr. Younie and Mr. Rosborough, formed a committee to draw up the constituion. The first formal printing of the constitution in 1939[3] listed the aims and objects of the Society as follows:

(1) To frame such policies, and to concert such measures as may serve to place teaching on a par with the major learned professions of the Province; and to take such action in the premises as may be deemed necessary or advisable.

(2) To assume educational leadership of this city, and if need be, of this Province.

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[2]A. E. Rosborough, 'A Brief History of the First Twenty-one Years of the Education Society of Edmonton.' Unpublished document, p. 1. Included in the "Proceedings of the Education Society of Edmonton," Vol. 1, Feb. 1927-April, 1931.

[3]A. E. Rosborough, op. cit., p. 1. Rosborough states that the constitution, worked out in the first few meetings, held with few revisions of a major nature until the time of his writing, (1948).

(3) To enable the professional educators of EDMONTON (ALBERTA) to debate and discuss any or all aspects of the educational problems of Alberta.

(4) To serve as a medium whereby the professional opinions of EDMONTON (ALBERTA) educators regarding any matter of concern to them as such, may be evoked, examined critically, and consolidated, with a view to publication.

(5) To carry on educational research insofar as means or opportunity may permit; and to publish the results of such investigation. Provided, however, that no matter intended for publication shall issue under the name of this Society unless such publication is authorized by a two-thirds majority vote of the membership.[4]

Those themes which Newland had continually voiced in the early years of the Alliance were again evident in the formation of the Education Society: an opportunity for teachers to formulate and express their views on educational matters, a truly professional status for teaching based on the true professional quality of its teachers, and above all, educational leadership provided by well-informed and well-qualified educators. It was toward furthering these principles that Mr. Newland and his colleagues in the Society directed their efforts.

The Society, itself, was set up to include only those who were committed to these same objectives and who

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[4] 'The Constitution of the Society,' October 1, 1939, p. 1. Included in the "Proceedings of the Education Society of Edmonton," Vol. 1.

were willing to work for them. Thus the conditions of membership were stringent. Members were required to have a B.A. degree (or its equivalent), at least two years' teaching experience, an interest in educational problems, and the ability to contribute something worthwhile to the work of the Society.[5] All must do their fair share of the work, thus no member could refuse to hold office or to carry out study assignments. This was designed to discourage any from remaining in the Society with only a 'half-hearted' commitment, and insured that the work load would be evenly distributed. Fees were high for that time ($5.00 per quarter), admission procedures were exacting, and membership was kept small (not more than twenty-five active members until the mid-thirties). Thus the Society gained the reputation of being an exclusive group, with membership in it being deemed a high privilege.[6]

The Society, then, was designed for those who were truly devoted to educational reform, professional improvement, and above all, to providing informed leadership in educational change. However, it was not the aim of the Society to force educational changes by recruiting mass

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[5] Ibid., p. 3.

[6] W. D. McDougall, op. cit., p. 5. Also, expressed in an interview with former members of the Society, M. Simpson, A. Hastie, H. Tanner, and G. Conquest, June 17, 1969, Victoria, B.C.

public support or by inciting public opinion. Instead, influence was extended along more subtle lines. Members of the Department of Education and other prominent officials were invited to attend meetings and to address the group on various occasions. The Society, itself, made suggestions to the Department concerning certain educational matters (examinations, teacher training, curriculum, large unit, etc.), and a series of radio broadcasts on important educational topics was sponsored and presented by the members. Aside from this type of publicity, the proceedings of the Society were of a somewhat secretive nature. It was felt that members should be able to discuss matters freely in their efforts to reach sound conclusions, stating their views within the group without fear of public censure.[7]

A similar group, the Educational Progress Club of Calgary was begun in 1929, again reportedly in large measure due to the efforts of Mr. Newland.[8] The two groups kept in close contact on matters of major importance in education, and collaborated in sponsoring several joint projects including joint meetings, the preparation and mutual approval of briefs submitted to educational bodies, and a series of radio broadcasts by Dr. Sansom of the Calgary Club in

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[7] A. E. Rosborough, op. cit., p. 1. Also interview with M. Simpson, A. Hastie, H. Tanner, and G. Conquest, op. cit.

[8] "Proceedings of the Education Society of Edmonton," Vol. 1, March 27, 1929.

support of the Baker Bill.[9]

Both the Edmonton and the Calgary clubs were composed of teachers of the highest calibre. This is substantiated by the fact that several members of these two groups moved out of the classrooms and into more prominent positions in the Normal School, the University, and the Department of Education. With this trend there came a change in the membership of the Society. No longer was it composed strictly of teachers working to influence educational change in a direction they considered appropriate. Instead, the Society gradually became dominated by these former teachers, now in the upper echelons of the educational bureaucracy, men who were in positions of leadership with real power to influence decisions. Thus through its members the Society gained increased influence in educational matters. The Society, then, achieved in large part its major goals. Through careful study and free discussion the group became well-informed on a wide range of educational matters. Members of this group were later chosen to fill important positions in the Provincial educational structure. Experienced, well-informed teachers were at last helping to determine educational policy; teachers were assuming "the educational leadership of the city and of the Province."

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[9]McDougall, op. cit., p. 9.

While achieving its initial purposes of free discussion, influence on educational policy and eventual leadership by teachers in educational matters, the Society had undergone a change. Membership was no longer restricted to classroom teachers in order to allow those no longer occupying classroom positions to retain their membership within the Society. The Education Society was creating its own group of educational elite, and the classroom teachers were assuming increasingly less importance. In later years, the Society had become so dominated by those former teachers, then in the upper echelons of the educational bureaucracy, that the "ordinary" teacher was not to be found within its ranks. The aim of helping classroom teachers attain a greater level of professional quality and of allowing them greater influence in educational policy seemed to have been lost or replaced with that of providing a meeting place for those who had already reached the coveted positions of decision-making and authority. While this change did not necessarily result in a failure by the Society to consider the concerns of classroom teachers, it did reflect a change in emphasis of the Society's goals. The initial aims were indeed fulfilled, but were not perpetuated.

Newland's Influence Within the Society

Mr. Newland believed strongly in an informed

educational leadership, and the Society was structured to help produce just that. Reviews of current educational literature and the presentation of detailed papers in given problem areas or topics of special interest were regular practice at the meetings. Members were expected to do a good deal of research and study in preparing these papers, and all reaped the benefits of such study. In this way they made themselves familiar with a wide variety of topics, for again, Newland believed that teachers should be experts in matters related to education.

The early considerations of the Society were at first quite varied. A series of addresses on comparative education formed the programmes for the first several meetings, but even here Newland's influence was evident, for according to McDougall, all of these early discussions bore a philosophical overtone.[10] Newland was a man who was eager to get at the fundamentals, to examine problems at their source.[11] Thus he was keenly interested in examining the basic values and goals of society and of education. Quite in keeping, then, his first formal paper presented to the Society was entitled, "The Aims of Education".[12]

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[10] McDougall, op. cit., p. 11.

[11] Interview with Mrs. Newland, op. cit.

[12] "Proceedings of the Education Society of Edmonton," Nov. 12, 1927.

However, further discussion along this line was interrupted by the issue of teacher training. In September, 1927, the A.T.A. had published and forwarded to the Minister of Education a brief "Regarding University Training for Teachers", endorsing a six-year university course leading to a degree in Arts and Education.[13] A reaction to this proposal followed, in which Dr. Sansom defended the Normal School system then in use, although agreeing that a five or six-year course was desirable.[14] The Society wanted to 'get the facts', thus the articles by Sansom were discussed and several guests from the University were invited "to present the University side of the discussion."[15] The members of the Society were in large part also members of the Alliance and had helped sustain the A.T.A. through its early struggles. Quite naturally, their attitude was in keeping with that of the Alliance. Newland had been one of the first proponents of the transfer of teacher education to the university and of a longer training course.[16] Nor surprisingly the Society

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[13] "Regarding University Training for Teachers," A.T.A. Magazine, Vol. VII, No. 4, September, 1927, p. 10.

[14] Dr. Sansom, A.T.A. Magazine, Vol. VII, No. 6, Nov., 1927, p. 17, and Vol. VII, No. 1, December, 1927, p. 9.

[15] Proceedings of the Education Society of Edmonton, Nov. 26, 1927, and Dec. 10, 1927.

[16] "Fifth Annual Meeting of the C.T.F. - President Newland's Report," op. cit.

went on record as favoring both positions.[17] Mr. Newland was chosen to draft a statement to this effect on behalf of the Society. This was then dispersed to various other groups including the United Farm Women of Alberta, Women's University Club, Trades and Labor Councils of Calgary and Edmonton, U.F.A. Locals, Boards of trustees, officials of the University, M.L.A.'s, School Inspectors, Normal School officials, and Local Council of Women,[18] all of whom were requested to use their influence

> ... in urging upon the Government and the Legislature the desirability of establishing at our Provincial University a five years' professional course for graduate teachers.[19]

The advantages would be three fold: greater efficiency in teaching, the ability of teachers to diagnose and remedy learning problems (because of training in research methods), a greater supply of principals trained in the technique of supervision.[20] But of major importance was the placing of education amongst the major learned professions by establishing a Faculty of Education at the University of Alberta,[21] a goal Newland had long held.

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[17] Ibid., No. 26, 1927, and Dec. 3, 1927.

[18] Ibid., Jan. 14, 1928.

[19] From letter drafted by H. C. Newland on behalf of the Education Society, re: teacher training.

[20] Ibid.

[21] Ibid.

Mr. Newland became President of the Education Society of Edmonton in February, 1928. During his term the membership manifested an interest in the elementary and secondary curricula. Papers were presented on each subject area, as well as a report on the 1926 N.E.A. Yearbook dealing with curriculum studies. Another related topic covered was "The Relation of the Secondary School Program to University Studies". McDougall suggests that this detailed study of curriculum was in part a response to "an announcement by the Department of Education that a thoroughgoing revision of all subjects of all the school grades was to be undertaken."[22] This interest in curricula remained throughout the 1930's and early 1940's and with it an interest in the ideas being expounded by top educators in the U.S.A.[23] Certain books on experimental teaching techniques, including The Passing of the Recitation by Thayer were authorized for purchase for the Society library. The new education was also a recurring theme throughout this period, at first on the sidelines, and at other times in the spotlight.[24] The Society was exploring every possibility in an effort to become well-informed on every aspect of education.

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[22] McDougall, op. cit., p. 28.

[23] "Proceedings," op. cit., and McDougall, p. 13.

[24] Ibid., Feb. 14, 1931-1943, Dewey's Philosophy of Education; Oct. 26, 1935 - Counts' - Social Foundations of Education; Dec. 14, 1935 "Education and the Philosophy of Experimentalism," by Childs.

Mr. Newland, although always very much at the fore in discussion, according to some former members of the Society,[25] by no means dominated the meetings. In setting up the Society he had surrounded himself with men and women of the highest calibre, more nearly his intellectual equals than the average teaching population of the time. All members were expected to do a fair share of the study assignments and other tasks. In the early years his name appeared most frequently on committees dealing with the constitution and on occasions when he was delegated to draft policy statements or recommendations on behalf of the Society. A very able speaker, his fluent delivery was capitalized upon by the membership. Newland was chosen as the Society's spokesman to make representation to the Minister of Education regarding a new type of examination.[26]

His influence was present in other ways as well. As previously mentioned, his basic concern was with the philosophical foundations of education, and he felt that this should be the starting point for any intelligent discussion of educational issues. In his presence, the other members of the Society were compelled to think about these things.[27] However, not all members shared this

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[25] Interview with Miss Maimie Simpson, Harold Tanner, Alberta Hastie, and G. Conquest, op. cit.

[26] "Proceedings," op. cit., Oct. 25, 1930, Dec. 3, 1927, June 22, 1929.

[27] Interview with M. Simpson, et al., op. cit.

interest. Some felt beyond their depth,[28] while others expressed a desire for a more practical approach. Following the granting of Newland's leave of absence to attend the University of Chicago, the following motion appeared:

> That we cease to discuss Education in the essence or as philosophy of Education and confine our discussion to the question of High School accommodation and flexibility in High School Building.[29]

McDougall gives the impression that such an attitude would never have prevailed in the presence of Mr. Newland,[30] for shortly after Newland's return, the following minute also appeared:

> It was suggested by Mr. Newland that this Society make a study of some of the more recent philosophical writings.[31]

and a few weeks later:

> That we take up a serious line of study of the Philosophies of Education through the study of certain selected books.[32]

Thereafter, two meetings were devoted to discussions on the philosophies of education in various countries, including U.S.A., England, France and Germany.[33] Not all of the members were as concerned with philosophy as Newland was.

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[28] Ibid., ("Newland was a step beyond the ordinary teachers" even when surrounded by the members of the Society.)

[29] "Proceedings," op. cit., Oct. 12, 1929.

[30] McDougall, op. cit., p. 11.

[31] "Proceedings," op. cit., Oct. 11, 1930.

[32] Ibid., Dec. 13, 1930.

[33] Ibid., Dec. 13, 1930.

McDougall wrote:

> It became apparent soon after the Society came into being that a majority of its members, (they were all teachers), were much more concerned about the quality and variety of the intellectual fare they were serving in the classrooms than they were with the philosophy of education ... the search for ultimate human values was considerably less significant to them as teachers than the immediate development of richer programs and the discovery of teaching techniques designed to involve the pupils more responsibly in their own learning.[34]

As in the Alliance, the ordinary teacher became "lost" and disinterested in philosophical considerations. They grasped more readily the practical and the immediate, and were, for the most part, less interested in probing the more abstract depths of fundamental values and aims. Whether Newland recognized this in its fullest magnitude is questionable, for it was said that when he grasped some principle or idea, he could never understand why others might fail to grasp it too. If he was capable of seeing some implication, surely others could see it; if he became deeply concerned with some idea or cause, certainly all would recognize its importance and share his concern.[35]

Although Newland did tend to focus on the philosophical basis of education, he did not limit himself to this outlook. Nor did he wish the Society to restrict its

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[34]McDougall, op. cit., p. 27.

[35]Interview with Mrs. Newland, op. cit.

discussions to such concerns. Educators, he believed, must be specialists in every phase of educational concern, from fundamental values to educational finance, the practical as well as the philosophical. The Society undertook to examine a wide variety of concerns, both immediate (examinations) and long range (teacher training, curriculum) and to make whatever suggestions, or carry out whatever activities, the membership deemed expedient to further the cause of educational reform in the Province. One example was the Society's work on the New Type examinations proposed by the Society to the Minister of Education. In 1930 all members participated in the extensive research project of setting up a new objective type of examination paper for History II and Physics I, as well as in the subsequent marking of them and the correlation of results with the old type or essay examinations administered by the Department of Education.

Other deliberations of an equally practical nature were also undertaken by the Society. In 1931 the Minister of Education, the Honorable Perren Baker, brought forth a New School Act, with his proposal for a larger unit of school administration. This proposal was given serious consideration and study before it received the Society's approval and support.

The Society also turned its attention to studying the educational systems and developments in other countries,

such discussions occurring periodically throughout the early years to 1933 particularly.

A study of the High School situation in Edmonton was made and recommendations were proposed to the Advisory Committee of the Edmonton Public School Board urging Composite High Schools. The whole question of Secondary Education was looked into by a committee of the Society.[36]

As the 'Depression' deepened, greater concern for its effect was manifest in the proceedings of the Society. Discussion topics included the economic, social and political implications "of the present crisis"[37] wherein the opportunity and responsibilities that teachers must accept were brought out. It was perhaps this that marked the beginning of a new way of looking at education and its place in what had become a seriously disrupted society. About this time, also, Newland's references to his Chicago experience began to appear,[38] in which he dealt with changes in educational organization, administration and policy. Other discussions included such topics as "Educational Problems in Light of Present Day Conditions"[39] and Social

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[36] "Proceedings," Feb. 28, 1931.

[37] Executive Meeting of the Education Society of Edmonton, Nov. 18, 1932, Jan. & Feb. 1933, Dec. 16, 1933.

[38] "Proceedings," op. cit., No. 5, 1932.

[39] Ibid., Jan. 23, 1932.

Purposes in Education[40] in which the 'integrated life' was stressed. Such discussions formed the basis for a new approach to educational goals by members of the Society, as evidenced by a motion introduced by Newland:

> That the course of study for secondary education be revised around a core of social studies with a view to giving the normal adolescent a realistic view of contemporary life.[41]

This was the first recorded statement by a member of the Society in support of the 'new education' which was then under consideration by the General Revision Committee for the elementary curriculum and was also later to be introduced in part into the High Schools. In 1934 the Society was invited by the Minister of Education, Honorable Perren Baker, to participate in the High School Curriculum revision by answering a questionnaire on the basic goals of education and the content of the curriculum. The members divided themselves into committees to work on various subjects[42] with a view to becoming as familiar as possible with the problems of each subject area, and to arriving at some concensus in the most workable solutions to these problems. Here again was concern for the immediate problems in Alberta's educational system, combined

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[40] Ibid., March 25, 1933.

[41] Ibid., Feb. 24, 1934.

[42] Ibid.

inseparably with the necessity of examining basic aims and values toward which the system should be geared.

From its inception, the Education Society displayed a marked concern for curriculum. Although very little attention was paid to the elementary curriculum until Dr. Dickie was asked to speak on the new Enterprise Education in the elementary schools,[43] this was in part due to the fact that most members of the Society were high school teachers or administrators and hence had less concern for or acquaintance with the elementary system.[44] Quite naturally their attention was focused upon secondary and higher education. In this respect, the Society perhaps failed to produce the well-rounded educational experts that it intended.

Nevertheless, a study of the dominant features of the new education continued. In a meeting of October 12, 1935 it was decided that the program for the following year would be devoted to "Social Foundations of Education". At the following regular meeting[45] Newland reviewed Count's book by the same name, which was followed at the next meeting by Kandel's criticism of Counts.[46] A memo

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[43] Ibid., Oct. 10, 1936.

[44] Study of the period seems to indicate that many regarded the High School as presenting the most serious problems in curriculum revision.

[45] Ibid., Oct., 26, 1935. [46] Ibid., Nov. 9, 1935.

from the Calgary Progress Club regarding Social Studies was endorsed[47] and Newland again spoke on Social Studies in December.[48] Other topics included "Youth and Social Disorder", the Rugg history texts, and further curriculum content studies.

But again, the Society did not exclude the immediate and the concrete. An investigation into rural education resulted in a suggested outline for an enquiry by a Legislative Committee regarding the fitting of education to the needs of the rural population. The Society's views were presented to the Committee on Rural Education by Mr. LaZerte and Mr. Yule.[49]

In the years to follow, the concerns of the Education Society continued to be diverse, in an effort to avoid a narrow outlook, and to promote a higher level of professional expertise. A sample of the topics for the year's program bears this out:

1937-38, Fundamental Problems in Education;

1938-39, Examination of the Work of the Progressive Education Society;

1939-40, Local and Provincial Problems in Education;

1940-41, Democracy and Education;

1941-42, Revision of the High School Curriculum;

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[47] Ibid., Nov. 23, 1935.

[48] Ibid., Dec. 14, 1935.

[49] Ibid., Nov. 24, 1934.

1943- Various Topics (Teacher training, Pensions, Libraries, Rehabilitation of Soldiers, Community and Education);

1944-45 Personnel and Guidance Work, and Teacher Education.

In large measure the programs were determined by the immediate situations -- the effort to find an answer to the problems of the depression, the ideological differences upon which World War II rested, the necessity of dealing with the real and very necessary concerns like teacher security and library facilities. Within this diversified program both the concrete and the philosophical were included but the absence of one really over-riding consideration is explained in part by McDougall. He divided the membership into three categories -- the social philosophers who sought to expose and correct the basic faults in the social system (of which group Newland was unquestionably one of the foremost members), the research specialists concerned with clear-cut answers to specific problems, and the classroom teacher concerned with the actual program being offered to the students.[50] Obviously with such differences of interests and abilities some workable compromise, some balance in the concerns of the Society, was necessary. The overall effect was to produce members who were comparatively well-versed in a great many

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[50]McDougall, op. cit., p. 19.

areas of educational thinking and endeavor -- the truly well-rounded educational expert that Newland felt all teachers should be. Through the Society, he had shown that such was indeed possible.

Summary and Conclusions

(1) In helping to organize and sustain the Education Society of Edmonton and the Calgary Progress Club H. C. Newland provided an immeasurable impetus to education. The Education Society, which came to embody many of Newland's educational views, served as a forum for basic discussion and a source of many influential proposals which gained the acceptance and recognition of higher education authorities in the province.

(2) Composed of well-educated men and women, the Society provided for the professional growth of its members, many of whom came to fill positions within the Normal Schools, the University, and the Department of Education as their interests and abilities were recognized by the Department. On the whole, the Society became a powerful group whose definite influence was felt in the Province of Alberta.

CHAPTER IV

CURRICULUM REVISION IN THE 1930'S

In 1945 the Deputy Minister of Education, G. Fred McNally, paid tribute to H. C. Newland in these words:

> His great abilities, sound training and devotion to duty influenced profoundly the development of education in Alberta during that period [1928-1945]. In the adoption of the "enterprise" plan and the consequent integration of subject matter in the elementary grades; in the reform of the high school curriculum; and in the integration of all teacher preparation under the Faculty of Education of the University he has monuments destined to keep his memory green for decades.[1]

This chapter will attempt to examine the role played by Dr. Newland in the first two areas set out above -- those involving curriculum revision at both the elementary and the high school levels.

Societal Conditions Leading to Educational Change

The depression of the 1930's was in large measure responsible for the heightened interest in education during that decade in Alberta. It brought to the fore the problems in rural education, particularly those of financing. However, other problems were evident in the rural schools. The not infrequent grouping of pupils from Grades I to VIII

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[1] Annual Report of the Department of Education, Province of Alberta, 1945, p. 7.

in a single room created an almost impossible number of formal lessons and recitations for one teacher. High school offerings were sparse and inadequate; the teacher was often overworked and insufficiently qualified to offer courses on the high school level. In the efforts to remedy the ills of the rural schools, educators, particularly those in the Department of Education and the Normal Schools, delved more deeply into the new educational ideas which had gradually been seeping into Alberta from the United States.[2]

The depression conditioned educational change in another way, as well. The economic dislocation wrought by the crisis made people more critical, less satisfied with the existing social structure, and more receptive to new ideas. The deplorable conditions of many families were particularly evident in the schools where the hardships of the parents were reflected in the inadequate clothing and food of the children. Educators began to question the validity of teaching a curriculum unrelated to life and the problems the world was facing. The existing curriculum was designed to perpetuate the old order, the status quo. However, the impact of the depression convinced many people

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[2]R. S. Patterson, "The Establishment of Progressive Education in Alberta." Unpublished Ph. D. thesis, University of Michigan, 1968. Chapter IV.

that the old order had failed. Many believed that when prosperity returned, it would return to a world changed in a number of important respects. This mandate for change was evident on the political scene by the overwhelming support given to a high school teacher turned politician, William Aberhart, and to his Social Credit Party in 1935. He was joined in the Alberta Legislature by a number of teachers who saw Social Credit as the best answer to the ills of the period.

On the educational scene, the desire for change was shown by the ready adoption of several new ideas which had already found a measure of acceptance among American educators. In the mid-1930's, Alberta educators found themselves involved in a "quiet revolution". A former teacher at the Edmonton Normal Practice School, A. F. Deverell, described the changes in the 1930's as follows:

> It was a revolt against Watsonian (et al.) "behaviorism", against fragmentation of subject matter into components suitable to teach by drill, by rote memory. It was reaching out to try to encompass the spirit of Gestalt Psychology, by helping children to "learn by doing", to "learn by experiencing", to grasp the wholeness of situations and then, through repeated experience to differentiate, see relations, re-integrate. It was an attempt to achieve what we now call "discovery" learning.
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> It was many things. It was Americanization of a Canadian institution which had got into a rut. It was the overflow from the enthusiasm and dynamism of Columbia University into a pocket of Canada.... It was the influence of John Dewey, W. H. Kilpatrick, Charles Judd, and others in humanizing education, stressing the "whole child"

> rather than "brain muscle". It was Canada's most distinctive effort at adopting the ideology of Progressive Education.[3]

The changes in curriculum were part of a number of important educational changes in Alberta which followed the election of William Aberhart and Social Credit in 1935. In that the Social Credit administration had a mandate for change, they were in a position to facilitate change in education. For the better part the alterations made in school practice and organization between 1935 and 1940 were considered by the previous United Farmers of Alberta administration and enacted by the Social Credit government. Civil servants such as McNally and Newland were important figures in seeing that the new government was informed on needed changes and proposed courses of action. Dr. H. C. Newland, as Supervisor of Schools, was the Department of Education's officer responsible for curriculum during the period from 1935 to 1945 when these ideas found acceptance in Alberta. It was with his approval, and in no small measure due to his enthusiastic support, that the new education got its start in Alberta.

During Newland's period of graduate study at Chicago, Charles Judd, a noted advocate of progressive education, was a Professor of Psychology there.[4] While it could not be

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[3]Correspondence to the writer from A. Fred Deverell, May 24, 1970.

[4]Correspondence to the writer from the Office of the Registrar, University of Chicago, January 27, 1970.

determined if Dr. Newland ever took courses from Professor Judd, or indeed, if Judd had any actual influence on Newland's educational thought, it has been suggested by several sources that Dr. Newland's stay at Chicago did have much to do with his enthusiasm for the adoption of what came to be called Enterprise education in Alberta.[5]

Dr. Newland had come back with all the latest inspiration and information on the progress and status of elementary and secondary education in North America, and he was "all set to force the issue here and begin the long uphill struggle to bring our education up to a more satisfactory level ...."[6]

Newland as Leader of the New Education

In any case, his appointment to the positions of High School inspector in 1933, Chief Inspector of Schools in January of 1935, and Supervisor of Schools in the summer of 1935, gave him ample opportunity to exert his influence in favor of a new brand of education for Alberta schools. By virtue of his position of High School Inspector, and because of his keen interest in and knowledge of educational matters, he was included on both the General Committee on the Revision of the Elementary School Programme, and

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[5]Personal interviews by the writer with H. A. MacGregor, May 11, 1970; and with Mrs. Newland, op. cit.; and with Olive M. Fisher, op. cit.

[6]Personal interview with H. A. MacGregor, op. cit.

on the General Committee to Revise the High School Curriculum, appointed in 1934 by the Honorable Perren Baker.[7] Since minutes of the committee meetings on the Revision of the Elementary School Programme are not available, there is no factual indication of the role Newland played in these early meetings. According to an account of the initial stages of organization written by Dr. Dickie and Miss Fisher,

> Dr. Newland ... appointed a committee to investigate the problems and to present an outline of possible reorganization.[8]

However the Annual Reports make no mention of this situation, nor do they specify which of the committee members chaired the early meetings. Since the responsibility for supervision of the curriculum was the duty of the Supervisor of Schools, it was not until after Newland assumed the office of Supervisor of Schools that the Annual Reports make note of the fact that Dr. Newland by virtue of his position, acted as Committee chairman. Until this time, Newland does not seem to have played any particularly significant role on the Committee, above that of other members. Rather the Annual Reports give evidence that the prime innovators of the activity programme at the elementary

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[7] Annual Report of the Department of Education, Province of Alberta, 1934, p. 13.

[8] Donalda J. Dickie and Olive Fisher, "Some Events Leading to the Re-organization of the Curriculum of the Department of Education of the Province of Alberta in 1933." Unpublished paper, 1961, p. 1.

level were the members of a sub-committee appointed at a meeting on January 2nd, 3rd, and 4th, 1935, consisting of Dr. Donalda Dickie from the Edmonton Normal School representing the middle grades, Miss Olive M. Fisher, specialist in the primary grades, from the Calgary Normal School, and William E. Hay, Inspector of Schools at Stettler. After the guiding principles for the new curriculum were decided upon by the General Committee, this sub-committee was appointed to "draft a programme of 'activities' for the primary grades (I, V, and VI)."[9] The triumvirate visited representative areas and schools of the Province, and talked with teachers, inspectors and laymen about the schools, their purposes, their accomplishments and their limitations.[10] In the course of their searching, they arrived at a plan whereby understandings could be developed by a series of undertakings called an 'enterprise'.[11] At the following meetings in April of that year this sub-committee presented an initial draft of the new programme for revision by the General Committee. Accordingly:

> Dr. Newland was well pleased with the vision of the plan submitted which he regarded as a wise

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[9] Ibid., 1935, p. 18.

[10] W. D. McDougall, "In and Out of the Classroom." Unpublished memoirs, Nov. 24, 1969.

[11] D. J. Dickie and Olive M. Fisher, op. cit., p. 3.

> step to meet the changing needs of education. He saw in it, too, an opportunity for learning the ways of democratic living, since pupils and teachers would participate in the planning of the work to be undertaken.[12]

According to W. E. Hay, Alberta's enterprise education was a "home grown" product adapted to the special needs of the Province; it was not simply a copy of an American or a British plan.[13] It represented a freeing of teachers and pupils from what some teachers considered to be a lock-step schedule of lessons as outlined by the Department of Education, an escape from rote memorization of unrelated facts.[14] In place of this, it offered learning through socialized activity carried on in the course of solving problems. The General Committee recommended that the first two divisions of the new programme be tried out in the schools on an experimental basis in September, 1935.

Although Newland's own role in the decision to adopt an 'activity' programme did not stand out above that of other committee members, it was generally accepted by those who knew him that Dr. Newland "exercised much control over the kind of curriculum outline which was drawn up."[15]

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[12] Ibid., p. 2.

[13] W. E. Hay to H. C. Newland, "Newland Papers."

[14] Personal interview with M. B. Ricker, May 11, 1970.

[15] Arrigo Chiste, op. cit., p. 71; also, "Chiste File," letters from G. K. Haverstock and G. F. McNally.

Olive Fisher, one member of the revision sub-committee, stated that Dr. Newland was very much in control of the work, taking suggestions from, and making them to, other committee members. In her view, Dr. Newland was responsible for coordinating the work, which he did "smoothly and with dispatch."[16] The large volume of correspondence pertaining to revision which is contained in the Newland Papers attests to the fact that Newland was very much at the center of the work. He sent out texts to be examined by Normal and Practice School instructors and asked for other recommendations regarding texts and reference material. He also requested various committee members and Normal Practice School teachers to work out and submit units of study in different subjects. The enterprises were worked out in outline form, and later in detail. These he went over himself, making suggestions and sending them on for comment by other instructors. Introductions, content, texts and timetables were all scrutinized carefully by the Supervisor of Schools. And when committee members disagreed on the proportional allotments of geography and history to be included in the social studies, Newland firmly reminded them that the new course was intended to be a departure from the old 'geography' the schools were using. Committee

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[16]Personal interview with Olive M. Fisher, June 16, 1969.

members, he felt, were too "subject-minded".[17]

It was natural that, as Supervisor of Schools, Dr. Newland should take the lead in getting the new programme underway. Even before his formal appointment, however, he was taking the initiative. Shortly after the meeting of the Elementary Revision Committee in April 1935, Newland, with the approval of the Deputy Minister, made arrangements to have the new programme brought before the Joint Conference of Inspectors and Normal School Instructors to be held in June, 1935. It was decided that, upon recommendation from the Inspectors, two or three teachers from each Inspectorate in the Province would be invited to take a special course of instruction at the annual Department of Education Summer School in 1935, "in the theory, objectives, and procedures of the new programme, in order that they might try it out in their own schools during the year 1935-36."[18] About 75 teachers were selected for this course by the Inspectors, on the basis of their own classroom practices and their likelihood of adapting to the new programme and interpreting it successfully in the classroom.[19]

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[17] H. C. Newland to J. Fraser, "Newland Papers;" also, D. J. Dickie and O. M. Fisher, op. cit.

[18] Annual Report of the Department of Education, Province of Alberta, 1935, p. 19.

[19] Letter from G. Fred McNally, "Chiste File."

After an intensive five weeks training in the 'enterprise' theory and practice these teachers returned to their schools to try to implement something of what they had heard at Summer School. In February, 1936, Dr. Newland sent out a questionnaire to those who were experimenting with the new enterprise programme, to try to ascertain the general effectiveness of the course, its influence upon progress in the skills (Reading, Number Work, and Writing), its effect on pupil interest and motivation, its reception by parents, and possible ways of improving its overall effectiveness through necessary materials (library and construction materials) and through changes in teacher preparation at the Normal Schools.[20] The replies were, on the whole, quite favorable. The Digest of Reports from Experimenting Teachers[21] showed enthusiasm and interest in the New Course, and indicated that pupil interest and motivation had risen sharply. While parents were sometimes a bit skeptical of the new course, and suspicious of the sudden change, few gave opposition. The desperate lack of suitable books and other materials was, however, a universal problem except in the large urban centers where teachers had access to public as well as

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[20] Letter from H. C. Newland to experimenting teachers, February 22, 1936, "Newland Papers."

[21] 'Digest of Reports from Experimenting Teachers,' March-April, 1936, "Newland Papers."

school libraries. Most felt the new programme was doomed to fail unless some provision for equipment and materials was made by the Department. Most School Boards, suffering the economic pains of the depression, had already cut back on educational spending, some even to the extent that teachers' salaries were months in arrears. Thus teachers were unable to provide the necessary books and equipment from their own incomes. Newland realized that this problem was a severe one. Thus in 1936 he called a Conference on School Libraries which provided for small matching library grants to schools and encouraged immediate action in setting up library facilities in the new large units of administration. One further recommendation by the experimenting teachers concerned Normal School preparation. Dr. Newland was advised that prospective teachers, in the course of their practice teaching should have the opportunity to observe an enterprise in operation and should then work out at least one enterprise themselves, with help from the classroom teacher, and carry it through to culmination if time allowed. Most felt that the New Course required greater initiative, resourcefulness, and knowledge on the part of the teacher, and that the Normal School course should take this into consideration in preparing teachers to carry on the enterprise in the classroom. That Dr. Newland was fully aware of the implications of the enterprise on the

course of teacher-training is indicated in the Annual Report of 1935. In explaining the basis of the change from the old to the new programme, he stated:

> The new programme, however, makes greater demands on the ability, initiative and resource of the teacher. The greater freedom, both for teachers and pupils, entails greater responsibility; and this fact will of necessity have its influence both on the selection of candidates for teacher training at the Normal Schools, and on the kind of training which the Normal Schools provide.[22]

Further assessment of the new programme was solicited by Newland from Normal School instructors and Practice School teachers. In the spring of 1936 Dr. Newland received a set of seven recommendations from the staff of the Edmonton Normal Practice School, the most significant of which included the suggestions that "the essential content of knowledges for each grade be determined for each subject category before the Enterprises were selected; that the scope of the Enterprise be defined but that its actual content be suggestive rather than prescriptive"; that a number of classroom teachers be included on the committee to select the enterprises; and that the existing experiment be continued for another year on a more extensive scale and be continued for another year on a more extensive scale and be confined to teachers who had taken courses at the

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[22] Annual Report of the Department of Education, Province of Alberta, 1935, p. 19.

Summer School on the techniques and philosophy of Enterprise Education.[23] These recommendations were taken up at the March 20, 1936 meeting of the General Committee. Encouraged by the general response of the experimenting teachers and the Normal School staffs, yet forewarned of the difficulties ahead, the Committee recommended that the enterprise program be introduced into the schools in September, 1936. It was decided, however, that only teachers having special training in enterprise work should be asked to attempt in September a full enterprise programme. Others would be expected to attempt one or more enterprises during the school year.[24] In short, the programme as implemented in 1936 was still on an optional basis.

A special committee was then called to revise the programme used in the trial year 1935-36, and prepare for publication a new Programme of Studies for the Elementary School. This committee again included Normal School and Inspectoral staffs and consisted of Dr. D. J. Dickie, Miss O. M. Fisher, Inspector W. E. Hay, Miss G. Twomey, Miss R. Chittick, Mr. G. K. Sheane, Inspector L. Good, Mr. J. Fraser, and the Supervisor of Schools, Dr. H. C. Newland.[25]

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[23] 'Recommendations of Normal Practice School Re: Enterprise Education,' "Newland Papers."

[24] Annual Report of the Department of Education, Province of Alberta, 1936, p. 15.

[25] Ibid., p. 16.

The minutes of this revision meeting, held on April 10, and 11th, 1936 show that in this revision Dr. Newland shouldered a share of the actual revision work:

> (1) A considerable amount of change was recommended with reference to the foreward and introduction to the separate parts. The Supervisor undertook to look after these himself.
>
> (13) The introduction to the Social Experiences for Division II (pages 74 and 75) is to be revised by the Supervisor.[26]

While various other tasks of the revision were assigned out to different committee members, the above does indicate that Dr. Newland was fully aware of all aspects of the revision and was vitally involved in it. Although he gathered around him a group of very capable people and capitalized upon their knowledge and skills, he did not simply turn the matter over to them. All things received his personal attention, and all activities were co-ordinated through his office. Dr. Newland was very much in the centre of things, exercising a strong control over the development of the new curriculum.

Preparing Teachers for the Enterprise

One of the duties which fell under his jurisdiction as Supervisor of Schools was the organization of the annual Department of Education Summer School. As in 1935, Dr.

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[26] 'Minutes of the Meeting of the Committee on Elementary Enterprises,' April 10th and 11th, 1936, "Newland Papers."

Newland arranged a special Summer School course in Enterprise Education for the 1936 session. The instructors, Dr. Dickie, Miss Fisher, and Mr. Hay, were assisted by teachers who had taken the course the summer before and could act as 'demonstrators' with some first hand knowledge. In the midst of the depression it would seem unlikely that any large number of teachers would voluntarily undergo the financial hardships involved in attending Summer School. The new course was certain to attract a slightly increased enrolment but nothing prepared the Department or the Normal School staff for the flood of over 1,100 teachers who took the course. The previous summer's enrolment was more than doubled.[27] Chalmers explains the increased enrolment, in part, as follows:

> The fundamental reason was the desperate competition for positions and the realization that the better one's qualifications, other things being equal, the better the chances of securing a job.[28]

G. Fred McNally imputed somewhat different motives to the increased enrolment.

> This system depends greatly on the initiative, enthusiasm and ingenuity of the teachers. That the teachers of the Province realize this and desire to equip themselves for the new demands

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[27] Annual Report of the Department of Education, Province of Alberta, 1936, p. 18.

[28] J. W. Chalmers, Schools of the Foothills Province, Toronto, 1967, p. 423.

> is indicated by the fact that more than 900 enrolled in classes designed to illustrate the techniques of the new system at the Summer School.[29]

The overcrowded classrooms, the overworked staff and the inadequate library resources caused some concern in the office of the Supervisor of Schools. He apparently received criticism for his lack of foresight in planning for and providing adequate facilities for the instruction in that session, for according to Miss M. Simpson, a Normal Practice School teacher, he "locked himself in his office" to avoid the many people who were unhappy over the conditions.[30] It was perhaps, this ill-planned summer session which contributed to the view of some that "the introduction of the new course of studies was a bit sudden ...."[31]

In addition to the Summer School courses, other methods of informing the teaching body about the new course were used. School boards were notified of the change by a Departmental circular issued in May, while direct communication with the teachers was attempted by the monthly publication of an "Official Bulletin of the Department of Education" edited by H. C. Newland in the A.T.A. Magazine:

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[29] Annual Report of the Department of Education, Province of Alberta, 1936, p. 8.

[30] Personal interview with Miss M. Simpson, Victoria, B.C., June 17, 1969.

[31] "Of Interest to Teachers," A.T.A. Magazine, Vol. XVII, No. 1, September, 1936, p. 18.

> ... by means of which teachers are informed regularly and promptly with regard to regulations, notices, and other matters pertaining to examinations, text books, reference books, and equipment.[32]

A series of articles on the enterprise were also offered in this Bulletin in a further attempt to familiarize teachers with the aims and techniques of the new course.[33] The new 6-3-3 organization of the schools was also explained, along with the use of "divisions" in place of "grades" for promotional purposes in the elementary school.[34]

> In the new school programme ... the twelve grades will be grouped in the following manner: Grades I to VI will constitute the Elementary School; Grades VII, VIII and IX, the Intermediate School; and Grades X, XI and XII, the High School. The Elementary School will consist of two divisions: the first will include the Primary Grades -- Grades I, II and III; and the second the Junior Grades -- Grades IV, V and VI.[35]

Promotions in the Elementary school were to be in terms of divisions, although grades were retained to indicate general levels of achievement within these divisions.[36]

In initial phases of its introduction into the schools, the enterprise method was purely optional. In

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[32] Annual Report of the Department of Education for the Province of Alberta, 1936, p. 16.

[33] "Official Bulletin of the Department of Education," A.T.A. Magazine, April, 1936, p. 10.

[34] Ibid.

[35] Ibid.

[36] Programme of Study for the Elementary School, 1936, p. 3.

1936 use of the content outline was compulsory, but the enterprise technique was not. By 1940, however, the adoption of enterprise education was completed with Newland's announcement that use of the new program was thereafter to be compulsory in Alberta elementary schools.

Progressive Education in Post Elementary Grades

Newland's concern was not solely with the elementary school, however. He saw many needed changes in both the intermediate school and the high school and worked for their adoption. Convinced that the new programme of education was equally essential at other levels, he favored the adaptation of its basic principles of problem-solving, pupil involvement, and integration of subject matter to the intermediate and high school levels.

In April, 1935 the General Committee for the Revision of the High School Programme, of which Dr. Newland had been a member since its inception in 1934, discovered the difficulty of proceeding with the High School revision before the Intermediate programme had been set. Therefore, it recommended that the new programme for the Intermediate Grades (VII, VIII and IX) must be set up before a proper approach could be made for the programme for the High School Grades (X, XI and XII).

The adoption of the new programme at the upper levels,

however, was never in doubt. In 1935 Newland wrote:

> The Committee for the General High School Revision at its next meeting, to be held early in the new year, will recommend that the new course for the intermediate grades be introduced in September, 1936.[37]

Either the Committee had already discussed this question in a previous meeting, or else Newland as Chairman, was predicting their decision on the basis of his knowledge of the disposition of his committee members toward the revision already underway in the elementary school. His prediction was accurate, for on March 20, 1936 a General Committee on the Intermediate School Programme reviewed the course outlines for the subjects of the new intermediate school programme (Grades VII, VIII and IX) as submitted by the sub-committees, and appointed an editorial committee to supervise the new Programme of Studies for Grade IX, introduced in September, 1936. Although no mention of any intermediate school revision committee had been made in the Annual Reports until 1936, Newland had apparently wasted no time in getting the revision underway. Even before the final formal decision had been made regarding the introduction of the enterprise into the elementary schools, it would appear that Newland regarded this as an accomplished fact, for he had already committed the intermediate course of studies to sub-committees,

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[37] Annual Report of the Department of Education, Province of Alberta, 1935, p. 20.

one of which was to draw up the outline for the new Social Studies course. The new Grade IX programme was drafted by the High School Revision Committee at the meetings on January 10 and 11, 1936, and handed to the General Committee. The intermediate school committee had only to see to its actual implementation via publicity and Departmental Regulations.

The new Grade IX programme represented a significant change from the previous one in the three main areas: the detachment of Grade IX from the High School and its subsequent inclusion in the Intermediate School; a reduction in the number of compulsory courses, and the introduction of optional subjects free from Departmental examinations; and the fusion of history, geography and civics into a new course called Social Studies.

The outlines for Grades VII and VIII were to be ready for September, 1937, thus completing the revision of the Intermediate School Program. The new Intermediate School was not considered primarily as preparation for high school, but as a unit complete in itself. It was designed to offer "try-out and exploratory courses, and ... some attempt at educational guidance."[38] The Social Studies was to provide "education for democracy", a point Newland considered particularly essential in view of the

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[38] Annual Report of the Department of Education, Province of Alberta, 1936, p. 14.

fact that many boys and girls terminated their formal education at the Intermediate level and took their places as citizens in the country with only this level of preparation.[39] It was hoped that the new programme with its options of Junior Business, Art, Dramatics, Music, Oral French, General Shop, and Household Economics, would "infuse a new spirit into rural education".[40]

The High School Revision Committee, which had been operating simultaneously with the Elementary Committee, was also presided over by H. C. Newland, from 1935 on. The problems of the old curriculum faced by this committee were several. The aim of the six-tract curriculum had been to provide a variety of offerings to suit the needs of the majority of students, particularly in preparing for their future vocations. However it failed to accomplish even this practical end. The prestige of the academic course, coupled with the poverty of local school boards, resulted in only one course being offered in most schools. School boards found it less expensive to offer, and justified their actions by showing that most students chose the academic course over other offerings whether they were suited for it or not. Newland felt that the academic

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[39] Programme of Study for the Intermediate School, 1937, p. 7.

[40] Annual Report of the Department of Education, Province of Alberta, 1936, p. 15.

course, in providing university preparation, did prepare a small segment of the high school population with a satisfactory preparation for the future. On the other hand, it was Newland's opinion that the majority of students in high school were not being offered the experiences which would enable them both to make sound vocational choices and to adopt an intelligent, problem-solving approach to the many different problems that would face them in adult life.

Chalmers assessed the new programme as one "which, in comparison with that of 1922, seemed on the surface almost revolutionary."[41] The changes included:

(1) The abandonment of the six-course concept (normal entrance, university matriculation, agriculture, commercial, technical, and general) and its replacement by a single curriculum consisting of a required 'core' of English and Social Studies, along with 'electives'.

(2) The issuing of only one type of high school certificate, regardless of the courses taken, to be given only to pupils successfully completing Grade XII. (Certificates for Grade XI were discontinued.)

(3) Departmental exams were discontinued in Grades X and XI, promotion being dependent upon recommendation of the teacher.

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[41] J. W. Chalmers, Schools of the Foothills Province, University of Toronto Press, Toronto, 1967, p. 195.

(4) The 'unit' programme was replaced by the 'credit' system where one 'credit' was given for each 35 minutes of instructional time per week. A high school diploma required 100 credits over 3 years of work. Small schools would be restricted in their offerings, necessitating 4 years to complete the programme.[42]

It was hoped that the new programme, with its wider range of 'elective' subjects and with fewer 'matriculation' subjects required for graduation, would serve the educational needs of a larger percentage of the high school population than did the former programme. With more freedom of choice in subjects, less rigid prescription of subject-matter, and less formal methods of instruction (including group discussions, committee reports, open forums and class projects) it was hoped that the programme would prove more acceptable and more beneficial to the students.

In 1938, the Supervisor of Schools was able to report that the work assigned to the curriculum committees in 1934 had, by and large, been completed. The last phase of the revision, the Grade XII programme, was ready for use in September, 1939. However, he did not feel that the actual work of revision was 'finished', for he was convinced that the revised curricula would not prove satisfactory for more than a few years. In the realms of social, economic

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[42] Annual Report of the Department of Education, Province of Alberta, 1938, pp. 19-21.

and political ideas, the climate of opinion was changing, he said, and changing rapidly. Similarly, the tempo of change in educational thought and procedures had greatly increased in the past five or ten years, and educational research was steadily providing modernized subject matter for school curricula, and newer classroom procedures:

> Curriculum revision must therefore be a continuing process; and for this purpose some kind of standing committee is required ....[43]

Accordingly, the following year (1939) he announced the appointment of a 'core' or standing committee to direct the work of future revisions of the curriculum at all levels, to be assisted by a supplementary panel consisting of persons specialized in the given field under review (i.e. elementary, intermediate, or high school). The Core Committee was composed of prominent members of the A.T.A., the Normal Schools, the University of Alberta, the Inspectional staff, and School Superintendents.[44] Classroom teachers or even school principals, were not represented on this all-important Core Committee. Of the 15 members appointed to the Elementary-School Panel, the majority were departmental officials.

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[43] Ibid., p. 14.

[44] See Appendix A for a complete list of members of the Core Committee as found in the Annual Report of the Department of Education, 1939, p. 18.

In 1939, also, members of the Elementary-School Panel were named, and the work of revising the elementary curriculum, implemented just three years previous, was once more underway. Curriculum revision was to be a continuous process from that time on.

However, a different approach to curriculum revision was adopted by the Supervisor of Schools in 1941. A proposal for Curriculum Study Groups, to be more representative of both parents and teachers, was set up. Based on already existing organizations such as A.T.A. Locals and Home and School Associations, these study groups were asked to consider and report on a questionnaire sent out by the Supervisor of Schools, concerning basic aims of the school, the relationship of the school to the community, the problems of Post War Reconstruction, and others. This was one means of publicizing and popularizing the work being done in curriculum revision, in an effort to gain support for the new curriculum.

Newland as Popularizer of the New Education

Dr. Newland gained support for the new curriculum in other ways as well. Through public addresses and through the Department of Education's "Official Bulletin" in the A.T.A. Magazine, he took the opportunity to acquaint both professionals and lay people with the educational changes that were taking place. Even in the capacity of High School

inspector in 1934, Newland advocated a new approach to curriculum planning before the Alberta School Trustees' convention.[45] In his position as Supervisor of Schools, he continued to popularize the new ideas on curriculum at teachers' conventions, School Board meetings and Normal Instructors' conferences in the Province,[46] and to represent the Department of Education at other meetings and conventions bearing on the topic. In 1939 he visited the Milwaukee State Teachers' College to examine a new plan of training for teachers of the new education,[47] and in 1941 he represented the Department of Education at the Eighth International Conference of the New Education Fellowship in Ann Arbor, Michigan.[48] Through these activities and addresses, Newland became recognized as one of the leaders of the new education in Canada. As interest across the country began to focus on the changes taking place in Alberta he was invited to elaborate his views before a wider audience. In 1936 he addressed the 17th Annual Convention of the Canadian Education Association in Regina where he described Alberta's new programme for the

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[45] 'Complete Change in School Subjects Suggested,' Calgary Albertan, Feb. 9, 1934,"H. C. Newland - Collected Papers."

[46] Copies of various speeches made by Newland are found in "H. C. Newland - Collected Papers."

[47] Annual Report of the Department of Education, Province of Alberta, 1939, p. 24.

[48] Ibid., 1941, p. 45.

elementary school.[49] In 1940 he visited Manitoba where he delivered two addresses at the Manitoba Educational Association convention, one explaining the new curriculum, the other justifying the larger unit of administration.[50]

From his various speeches, as well as from the curriculum guides and columns he wrote, insight can be gained into the ideas which he felt were central to the revision.

The new program was defended on two major bases: first, on the psychological principles upon which learning takes place; and second, upon what Newland conceived to be the proper relationship between a democratic society and its schools.

In describing Alberta's new curriculum before the Manitoba Educational Association in 1940,[51] he set out three basic principles of learning which he believed must be taken into consideration in providing adequately for child growth:

(1) Growth is dependent, not upon what is done for the child, but upon what the child does for himself.

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[49]H. C. Newland, "Alberta's New Programme for the Elementary School." Report of the Proceedings of the Seventeenth Convention of Canadian Education Association.

[50]Report of the Department of Education for the Year Ending June 30, 1940. Province of Manitoba, p. 23.

[51]H. C. Newland, "The Enterprise Programme in Alberta Elementary Schools." An address delivered at the General Session, Elementary Division, of the Manitoba Educational Association convention, Easter, 1940, p. 20.

"The teacher cannot do the child's growing."[52] Similarly,

> Learning is not something that a child gets, but something that he does. The child grows into knowledge, skill, appreciation and culture; he does not take these things from the hands of the teacher.[53]

The child, then, must be active, not passive. The school must provide opportunities for him to 'learn by doing'.

(2) Developmental growth is not segmental but total.

> A child does not shoot out an arm and then a leg. He grows all over all the time. Likewise, he does not grow intellectually one week and emotionally the next and physically the next: he grows totally all the time, in physique, intellect, emotionality, character, personality and sociality.[54]

Thus the schools must allow ample opportunity for all these varied aspects of growth, and for the child's creative expressions of them, not only through skill subjects like Arithmetic, but through Language, Social Studies, (Enterprise) Art, Music, and manipulative skills. As a corollory to this principle of 'total' growth, the principle of integration was also favored by Newland. Learning, he agreed, took place in an integrated setting and constituted the "operational wholeness" of the child. It could not be fitted into 'water-tight compartments'. The new programme,

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[52] Ibid.

[53] Programme of Study for the Elementary School, Grades I-VI, 1936, p. 3.

[54] H. C. Newland, "The Enterprise Programme in Alberta Elementary Schools," op. cit.

with its integration of subject-matter, was an affirmation of faith in this principle.

(3) Mental development takes place when efforts to reach a goal are evaluated.[55] The school should therefore offer goals that are meaningful and worthwhile to the child, that are within his reach, and that are sufficiently concrete or objective to allow the child to evaluate his efforts.[56] In essence, learning was a process of problem-solving; the problem-solving approach was thus the most effective means of developing the capacity for critical thinking.

The new Alberta curriculum, as Newland defined it, was designed to honor all of these psychological principles.

> The new programme was a modified "activity" programme based on enterprises. The enterprise is a "series of purposeful activities arising out of the pupils' needs and interests and revolving about one central theme." The ... "enterprise" was ... the "definite undertaking" which teacher and pupils jointly agreed to carry out. It was chosen for its interest and value, carefully planned in advance, and brought to a definite conclusion according to plan, after which a careful evaluation of gains and achievements is made.[57]

Other benefits of the enterprise approach included: "the organization of ideas and materials", by pupils; the

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[55] Ibid.

[56] Programme of Study for the Elementary School, Grades I-VI, 1936, p. 4.

[57] H. C. Newland, "The Enterprise Programme in Alberta Elementary Schools," op. cit.

necessity of "both mental and manual work"; the "growth of ideas and the practice of skills"; the resolution of a series of problems by means of group cooperation; the allowance for individual differences by providing for a variety of activities; the integration of curricular content from all "subjects" but mainly from the Social Studies (a fusion of History, Geography and Civics).[58]

The explanation of the enterprise in psychological terms was the gounds upon which many accepted it.[59] Others regarded it simply as a new classroom method, a new technique of teaching essentially the same things that had always been taught.[60]

For Newland, however, the psychological justification for the new programme was far from being its sole attraction. At least equally important for him was the social foundation upon which it was based, and the potential he saw in it for social change.

It was his view that society is not carried on by isolated individuals but by the cooperative interactions of both individuals and groups. The life of a single person cannot be separated from the social milieu in which he

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[58] Ibid.

[59] See Donalda Dickie, The Enterprise in Theory and Practice, Toronto: J. W. Gage, Co., 1940.

[60] Survey of Alberta Normal School students and/or teachers of enterprise education between 1935 and 1940, carried out by R. S. Patterson, Summer, 1969.

operates. The school, therefore, must provide a social environment "in which the learner may develop his capacities not only as an individual but also as a member of society...."[61]

Education should equip youngsters to cope intelligently with their physical and social environment, and this necessitated experiencing in the classroom real-life situations which drew upon the everyday activities and interests of the students as participants in the world outside of the school. Cooperative group action, participation in the initiation, planning and carrying out of activities, and actual practice in democratic behavior were seen as essential at all levels of school experience. In the elementary grades, this came under the headings of Social Activities and Social Experiences. At the intermediate and high school levels, the Social Studies classroom was to be "a real laboratory where cooperation, initiative, originality and responsibility are developed."[62] The school could not hope to educate a child to live in society without providing him with a realistic environment.

Newland believed it was at least as important for the schools to help the child gain an understanding of his social

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[61] H. C. Newland, "The Enterprise Programme in Alberta Elementary Schools," op. cit.

[62] Departmental Regulations Relating to the Grade IX Programme and Examination for the Year 1936-37, p. 12.

environment as of his physical environment. The traditional system, he felt, did not meet this need adequately. Speaking before the Alberta School Trustees' convention in 1934, he decried the then-existing school curriculum as "unreal" because it failed to make effective contact with the realities of the social and economic environment. Schools should cease teaching children to revere "sacred cows", "to mouth tradition", and teach them to "fix a steady gaze on the realities of our economic life."[63] Even before the formal machinery for curriculum revision had been set in motion, Newland advocated the introduction of a new curriculum organized around English, health and social science, not by means of strictly regimented subject matter, but "through the freest possible use of our present-day social and economic culture".[64] Thus he early evidenced his agreement with the principle of integration of subject matter. Social movements and forces could "best be understood and improved when concepts and materials are drawn from these fields [history, geography, economics, civics, sociology, psychology and home economics] and integrated around large centers of human interest.[65] He saw the economics of production and

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[63] 'Complete Change in School Subjects Suggested,' Calgary Albertan, February 9, 1934. "H. C. Newland - Collected Papers."

[64] Ibid.

[65] Departmental Regulations Relating to the Grade IX Programme and Examination for the Year 1936-37, p. 12.

consumption, the causes of depression, and "the psychology of suggestion, ... herd opinion, and propaganda" as some of the realities of life and thereby important topics of study at the secondary level.[66] Social science, (later Social Studies), was the vehicle by which insights into the vital areas of social living would be offered. It was to provide free access to all available relevant facts and information, and encourage students to look critically at a question before forming a judgement. Through the Social Studies, Newland hoped:

> (1) To facilitate an understanding of the social and economic realities.
>
> (2) To develop the ability to see both sides of a question, and to think independently on the basis of facts.
>
> (3) To induce an attitude of fair-mindedness, and a desire to cooperate with others for the welfare of the community.[67]

Schools should encourage a scientific approach to social problems, in a spirit of free inquiry. Propaganda and special interests had no place in the search for truth. Rather pupils must be trained in the art of "critical and independent thinking"[68] if they were to face the problems that lay ahead. For Newland there could be no questioning

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[66] "Complete Change in School Subjects Suggested," op. cit.

[67] Departmental Regulations Relating to the Grade IX Programme and Examination for the Year 1936-37, p. 12.

[68] H. C. Newland, 'Building Democratic Morale in our Schools,' p. 4. "H. C. Newland - Collected Papers."

the importance of introducing the youth to an understanding of their civilization. The rapid development of industrial civilization had, he stated, "produced problems of living together that baffle even the keenest adult brain." In a few brief years those students would have to face the problems of their country and the world. "Their reaction to them will be determined by the social spirit they have imbibed in the schools of today."[69]

It was here that Dr. Newland's concept of social reconstruction became evident, for while he approved of the new curriculum on psychological and sociological grounds, he also saw in it the means with which to transform society. In short, he believed the school a valid agent for bringing about a "new and better social order".

Newland's acceptance of this position was influenced by his membership in the Education Society. The work of Dewey, Counts and Rugg had received a good deal of attention from members of the Society in the mid-1930's.[70] In 1936, the Society went on record as favoring the Rugg approach to Social Studies,[71] and Newland, himself, posed the

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[69] Departmental Regulations Relating to the Grade IX Programme and Examination for the Year 1936-37, pp. 11-12.

[70] Rugg was studied in the fall and winter of 1935-36. Counts' Social Foundations of Education was the topic of study in 1936. Dewey had been discussed as early as 1931.

[71] Minutes of the Education Society of Edmonton, March 3, 1936. The actual approach is outlined in the minutes of the meeting held October 26, 1935.

question, "How many here present believe that the course in Social Studies should encourage the transition to a new and better social order?" to which the response was unanimous approval.[72] McDougall also notes that Newland urged "the members to survey and evaluate" the pragmatic philosophy of a new social, political and economic order "as a way of life for young people in the 20th century."[73] Thus Newland aligned himself with American educators of the reconstructionist group, and particularly with George Counts,[74] whose treatise on the role of teachers in shaping a new society forcefully reiterated much of what Newland had expounded during the early years of the A.T.A. With Counts, Newland believed that teachers should play a definite role in directing the schools toward helping to bring about a new social order.

> In the struggle for political and economic democracy, the schools can no longer remain neutral; their influence must be positive and in a direction of total democracy.[75]

While the new social order was to be based on 'democracy', Newland's concept of the term differed somewhat from the accepted usage of the day.

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[72] Ibid.

[73] McDougall, op. cit., p. 13. Also see Annual Report, 1942, p. 14.

[74] George S. Counts, Dare the School Build a New Social Order?, New York: John Day, 1932.

[75] H. C. Newland, 'The Line of Action,' p. 3."H. C. Newland - Collected Papers." Compare with Counts, op. cit., pp. 24, 28-29.

Dr. Newland had long believed that a purer form of democracy was necessary -- a democracy in which all participated intelligently to solve common problems. For him, political democracy was meaningless without economic democracy which, in his terms, meant a socialized economy wherein "the mass of the people ... control the objectives of the economic system."[76] A modern society "must provide adequate food, clothing, shelter, education, health and other social services for 100% of its population."[77] With the tremendous natural resources and technological knowledge available, any society which neglected to provide this for 30% of its population could not survive and did not deserve to survive. The following three points outline his idea of what the new 'democratic' social order should be:

> ... in a Christian social order human rights must have priority over property rights. Profit is not necessarily the final or even the essential drive in an intelligently planned economy.
>
> ... economic democracy is committed to the fullest use possible of the human resources in society: not only for the maximum production of economic goods and services and the abolition of waste through unemployment; but also for the wider use and enjoyment of ethical, aesthetic and artistic activities.
>
> ... democracy, both political and economic, is grounded in Christian decency; ... the moral dynamic of democracy is man's belief in the inherent dignity and worth of human personality.[78]

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[76] Ibid., Compare Counts, p. 46.

[77] Ibid. Also, Classroom Bulletin on Social Studies in the High School, pp. 10-33.

[78] H. C. Newland, 'The Line of Action,' p. 4."H. C. Newland - Collected Papers."

Thus Newland's concept of democracy was not a narrow political one. It was not simply a situation in which each individual was left to make his own way as best he could, but rather where educated citizens were conscious of their social responsibilities toward their fellowmen. And Newland believed it was the special and indispensible task of the schools to promote this doctrine of a purer democracy, by dispelling ignorance with respect to the economic and social realities, and by arousing the sense of social and civic responsibility in its students.[79] The schools could strengthen the democratic ideal and point the way toward social progress by developing in citizens the characteristics of intelligence and cooperation.

Newland believed that education was the best hope of providing continuous growth toward a true 'democracy' in Canada, and he saw the new curriculum in Alberta's schools as having direct relationship to this aim. Through the socialized activities of the enterprise and the Social Studies, the school was to become a laboratory of democratic living where pupils would be guided by the teacher toward the development of habits and attitudes conducive to the perpetuation and strengthening of the democratic ideal. That he saw in it a means of improving society by influencing

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[79] Programme of Study for the Intermediate School, 1937, p. 6.

the future progress toward a new social order, is evident in the emphasis placed upon the development of social "attitudes, habits, appreciations and ideals" and the stress on "improving human relations" in the elementary curriculum guides.[80] At the intermediate and high school levels, it was reflected in the desire to equip youngsters to cope with their environment by acquainting them with the "realities" of economic and social life. The theme of a new social order was particularly evident in the kinds of questions Newland asked to the Curriculum Revision Study Groups which he requested be set up in 1941:

> 1 (a) To what extent does the subsistence of a democratic social order depend on its system and programme of education?
>
> (b) Is it possible to build a democratic society with the traditional system ... of education?
>
> (c) On what concepts of democracy should a high school curriculum be built?[81]

The questions reflected Newland's own biases and seemed particularly structured to arrive at the conclusions he had already drawn -- for democracy to survive, it must be continually strengthened in the schools, for which purpose the old system was inadequate; a study democratic society must include democracy in its social and economic as well

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[80] Programme of Studies for the Elementary School, 1936, p. 110.

[81] Annual Report of the Department of Education, Province of Alberta, 1941, pp. 21-22.

as political institutions.[82]

In effect, the new curriculum represented, for Newland, a fundamental change in the function of the school. No longer was it to be primarily a disseminator of facts. Rather, it was to be an agent of social change, actively engaged in the reconstruction of the social order along the lines of Newland's purer 'democracy'.

Newland's concept of democracy was ahead of his time, for it embraced such things as medicare, social insurance, and welfare services that have been accepted in Canada only in recent years. In the predominantly individualistic society of the 1930's, Newland's conception of democracy rang heavily of socialism. During the depression and early war years, however, ideas of permanent government responsibility for the common welfare were still regarded with a measure of suspicion. Thus advocacy of such ideas was not in keeping with the generally accepted views of the day. Nor were his ideas about the school as an agent of social reconstruction those of the rank and file of Alberta's educators. Although many favored the concept of a new social order, as evidenced by the numbers of teachers who turned to Social Credit, far fewer agreed with Newland's idea that the school should be the agency to plan the direction of the change and to effect the changes. While educators agreed

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[82] Ibid., 1942, p. 14.

that the school should strengthen 'democracy', they disagreed with some aspects of Newland's use of the term. Those who recognized the element of social reconstruction inherent in Newland's philosophy were aware of the problems it posed. They saw inconsistencies between Newland's objections to propaganda or to having the school promote any particular reforms, and his conviction that teachers should expound the doctrines of a socialized economy.[83] They saw a paradox between making the schools "laboratories of democracy", and inculcating the pupils with a particular socio-economic idea in a definite and planned manner. They saw, too, the divergence between Newland's professions of a "Christian" social order,[84] and a society in which the pragmatic philosophy, with its rejection of absolute truths and ultimate authority, refuted the basic foundations of Christianity. Those who recognized these inconsistencies developed a dislike for Newland's philosophy and a professional fear of the man. They feared the authority he possessed to force upon the schools practices and techniques that teachers did not understand and which, if they had understood they may not have willingly undertaken. To this group of people Newland appeared as a dictator who denied the very postulates that were the foundations of

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[83] H. C. Newland, 'The Line of Action,' pp. 1-4, "H. C. Newland - Collected Papers."

[84] Ibid., p. 4.

progressivism in education.[85]

However, both personal and professional reaction to H. C. Newland varied. Those who heard his scholarly addresses at various conventions were awed by his keen intellect, his sense of direction, and his domination of the scene. An excellent speaker, he rarely had notes, and never read his speeches.[86]

> His presentation was always challenging; his arguments were always cutting. His levels of expectation were always higher than any of us trembling teachers could hope to attain. He always left the impression that he had wrestled with every problem he had tackled; he had considered all the alternatives; he had whittled them down, one by one; he had reached the best possible decision.[87]

While teachers were sometimes "lost as to what he was talking about",[88] in general they accepted his leadership. To those classroom teachers, Normal School instructors and Departmental officials, who were also searching for a better system of education, H. C. Newland represented their brightest hope, and they followed him enthusiastically.[89]

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[85] General impressions drawn from discussions of the period by those people the writer has interviewed or had correspondence with, in regard to the role of H. C. Newland.

[86] Personal interview with Olive M. Fisher, op. cit.

[87] Correspondence to the writer from Delmar T. Oviatt, op. cit.

[88] Interview with Mrs. Newland, op. cit.

[89] Interview with Olive Fisher, op. cit.

H. C. Newland seldom left the impression of a kindly man, but rather a man of power, of decision, of determination and of deep conviction. His excellent command of language, combined with a razor mind and sharp tongue, won him a great deal of respect, but probably less affection.[90] While all admired him for his intellect, some disliked him for his coldness, his self-assurance and what they regarded as his unfeeling approach to education.[91]

There was another facet to H. C. Newland's personality however. As LaZerte stated, "Those who knew Dr. Newland best ... would deny that he was hard or unsympathetic."[92] The friends and colleagues who gathered at the Newland home on Sunday evenings saw a side of him which was seldom exposed in his work-a-day life. To this close circle of friends, H. C. Newland was far from being the cold and ruthless man his opponents saw.

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[90]Correspondence from Delmar Oviatt, op. cit.

[91]From general assessments of the varied reactions to H. C. Newland, as offered by those people the writer interviewed personally or by correspondence.

[92]LaZerte, op. cit.

Summary and Conclusions

(1) In the curriculum revisions of the 1930's, H. C. Newland was a key figure. As a member of the revision committees for both the elementary school programme and the high school curriculum, and then as chairman of both committees in his capacity of Supervisor of Schools from mid-1935 until 1945, he was in a position to greatly influence the development of the new programme at all levels.

(2) As Chairman of the revision committees he kept close watch over all proceedings, soliciting suggestions from Inspectors and Normal School personnel, and passing these suggestions on to others for further evaluation. Thus he served as coordinator of, or clearing house for, new ideas. His firm directives to Committee members kept the development of the new course on the progressive lines established initially by the general or 'steering' committee in 1934. During the 1935-36 experimental period, Dr. Newland also kept in close contact with the classroom teachers, not only through reports of Inspectors, but through a questionnaire in which teacher reactions and suggestions regarding the new course were expressed.

(3) In the choice both of sub-committees to draw up course outlines, and of teachers to try out the new course in the schools, Newland made his decisions on the basis of the individual's predisposition to favor the new program. In this way opposition which might have hampered the adoption of the new programme was effectively reduced to a minimum. The use of people in positions of responsibility in the educational realm, and the almost token inclusion of the ordinary classroom teacher on curriculum committees established during and after 1938 indicates his commitment to educational planning by educational experts. While this may have seemed the antithesis of his earlier pleas for 'teacher representation', and his belief that classroom teachers should have a voice in determining the future of education in their schools in reality it was not. Newland still regarded the educators he worked with as a representative of the teaching body, even though they may have no longer been in the regular school room.

(4) As the Departmental official in charge of curriculum, Newland was frequently called upon to explain the new curriculum, both at home and in other parts of

Canada. Through his activities in Alberta, he came to be regarded as an expert on enterprise education and was looked to as somewhat of a leader of curriculum change in Canada.

(5) Newland's justification of the new curriculum on psychological and sociological grounds was accepted by the majority of enterprise enthusiasts. However, Newland also saw in it the potential for social reconstruction along socialistic lines. Those who recognized the implications of this position came to dislike and even fear the authority Newland possessed to use the schools for the purposes he considered valid.

CHAPTER V

RELATED AND LATER ACTIVITIES

While Dr. Newland's major activities between 1935 and 1945 centered around the revision of the curriculum, as Supervisor of Schools he was also responsible for teacher training in the Provincial Normal Schools and in the Department of Education Summer Schools. His efforts, in conjunction with those of other prominent educators (notably M. E. LaZerte) culminated in 1945 with the transfer of all teacher training from the Provincial Normal Schools to the Faculty of Education at the University of Alberta.

Teacher Qualification and the New Education

The new curriculum represented a major step in bringing education in Alberta into line with the newer educational thinking of the day, and in equiping the schools to more nearly fulfill the potential for social improvement that Newland believed them capable of achieving. However, the adoption of the new programme as the official course of study did not provide a guarantee of its success in the classroom. Newland believed that its results were likely to fall far short of his expectations, primarily because of two obstacles: the lack of adequate classroom equipment and the lack of fully qualified teachers.[1] While

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[1] Annual Report of the Department of Education, Province of Alberta, 1942, p. 29.

these two factors did become critical obstacles to the success of the new education, the advent of war in 1939 served to increase the challenges to the change. Teacher familiarity with the new education declined as replacements for teachers going into the war effort entered the classroom. Accompanying the war was a greater interest in moral values. Some critics of the new education felt that children were being led away from important Christian values by the new education.

A partial solution to the first of these problems was attempted through small subsidies of books or cash made to existing libraries willing to distribute books among rural schools, through small cash grants directly to rural schools for maintenance of a reference collection, and largely through the establishment of regional school libraries in the new larger administrative school units.[2] The austerity programme forced upon many school boards during the depression was a limiting factor. With the return to prosperity during the War years the problem of equipment gradually became less severe, although a satisfactory solution was never found.

The second problem, that of inadequate teacher preparation, was of a more serious nature for it was with the teachers that the true spirit of the course rested.

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[2]Report of the Supervisor of Schools, Annual Report of the Department of Education, Province of Alberta, 1936, pp. 20-21.

Ultimately, it was upon them that its success or failure depended. Newland was cognizant of the need for intelligent, capable and well-trained teachers if the new curriculum was to achieve its aims.

> The new programme will require teachers who possess, not merely the appropriate skills acquired through training, but also good mental ability, a sound personality, and plenty of initiative and resourceful independence. In the last analysis, the success of any system of education is conditioned by the quality of the teaching personnel.[3]

In short, the new programme demanded a superior brand of teacher.[4] Here the Supervisor of Schools, long an advocate of improving education through up-grading professional qualifications, saw not only the opportunity but also the need to work toward that end. As in the area of curriculum revision, he used his position to take definite steps in a direction he felt was essential for teachers, for the new curriculum, and for the whole fabric of Canadian society.

During the depression many teachers who had left the profession, returned to the classroom for financial reasons. Married women, particularly, resumed teaching to supplement family incomes. In spite of the fact that high school enrolments increased due to the lack of jobs for

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[3] Ibid., 1935, p. 20.

[4] Lawrence Cremin, The Transformation of the School, op. cit., p. 348.

teenagers, the 1930's saw a surplus of teachers. Chalmers estimates that there were 1,000 unemployed teachers in the Province in 1932, most of them single women.[5] The competition for jobs had resulted in the continuation of large Normal School enrolments and the consequent further overcrowding of the teaching field. Government measures to discourage high enrolments at the Normal Schools and thereby cut down on educational expenditures, included imposing quotas on enrolments, abolishing loans to Normal School students, raising tuition fees, and even closing the Edmonton Normal School for two years from 1933 to 1935.

This surplus of teachers gave the Supervisor of Schools a logical and immediate starting point for his drive to improve the quality of the teaching profession. Under the conditions there was little reason for training a surplus of teachers, particularly of an inferior quality. Thus a definite policy of raising entrance requirements was begun. With the re-opening of the Edmonton Normal School in the fall of 1935, only candidates for the First Class Certificate were admitted.[6] At the same time, Newland also announced:

> In September, 1937, the Grade XII Diploma will be the requirement for University Matriculation, and in that event the same

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[5] J. W. Chalmers, Schools of the Foothills Province, op. cit., p. 84.

[6] Annual Report of the Department of Education, Province of Alberta, 1935, p. 20.

> standing should be required for Normal Entrance.[7]

Justification for this policy came from three major sources: (1) Departmental expenditures would be reduced; (2) decreased competition for teaching positions would prevent teachers' salaries from dropping further; (3) successful education, (particularly enterprise education), depended upon the improved qualifications of teachers. Newland was adamant on this latter point; by instituting "a measure of selective admission" to the Normal Schools he hoped to obtain teachers who could insure the success of the new programme.[8]

In June, 1936, H. C. Newland completed a survey of teacher training in Canadian Normal Schools. A report of this survey, together with recommendations based upon it, was submitted to the Minister of Education, the Honorable William Aberhart. The report and recommendations were considered by the annual conference of the Normal School staffs held in Edmonton at the end of June. As a result of the recommendations of the conference, a series of regulations affecting changes in teachers' certification and in the Normal School programme were approved by the Minister.[9] The first category included: the change in certification from First or Second Class to certificates for the elementary, the intermediate, or the high school

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[7] Ibid.

[8] Ibid.

[9] Ibid., 1936, pp. 16-18.

(effective September 1, 1938); the refusal to grant interim certificates until Normal School deficiencies were cleared (effective June, 1937); the issuing of interim certificates only, which required two years' experience, favorable inspectors' reports and attendance at one summer session to make them permanent; the refusal to allow holders of Second Class Certificates to teach above the ninth grade (after September 1, 1937) or above the eighth grade (after September, 1938); the lapsing of permanent certificates of teachers unemployed for a period of five consecutive years prior to September 1, 1937; the appointment of only holders of a Bachelor of Education degree, or its equivalent, (or higher) to the Department of Education staff.

Significant changes in the Normal School programme included: further restrictions on the number of candidates admitted to Normal Schools (400 for each year after 1938); limiting of admissions to candidates completing Grade XII and at least 17 years of age; the introduction of a set of qualifying examinations for Normal entrance, consisting of a medical checkup, tests of general ability (intelligence tests), oral and written English; and any other subjects deemed necessary; the reduction of student class load to 20 instructional periods per week.

In January, 1936, the School of Education Liason Committee, of which Newland was one of three Departmental

representatives, unanimously passed a resolution to change the certification of high school teachers. It stated that after January 1, 1937, "the High School Teacher's Certificate be the only certificate authorizing the holder to teach in Grades XI or XII in the Province of Alberta."[10] A special proviso was added for university graduates with previous Normal School training, but the regulation was, generally,

> in accord with the proposed new scheme of teacher certification, under which graduates of the normal schools will not hereafter be certificated for grades above the tenth.[11]

The School of Education thus took on the sole responsibility of preparing High School teachers for Grades XI and XII.

Obvious in all of these changes was the attempt to force teachers to a higher standard of training and, to greater success in the classroom. It was also considered as a positive step toward increased status for teachers, by helping to raise teacher qualifications more nearly to the line of a true profession. Teachers who otherwise might have remained complacent about their own qualifications were now being forced not only to a new awareness, but to definite action to better themselves. Newland, at last in a position to have real control in this area, took every opportunity to raise the quality of teachers in the Province.

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[10] Ibid., p. 19.

[11] Ibid.

The Supervisor of Schools was interested in more than the technical aspects of teacher certification. He was also very concerned over what kind of training prospective teachers would receive. How well-equipped would they be when they entered their classrooms? Newland wanted only the best, consequently; at a conference of Normal School Instructors, June 26th-29th, 1935, over which Newland presided, the following recommendations were made:

> (1) That, since it is necessary for teachers to appreciate fully the meaning and purpose of the changes in the curriculum, more attention be given by the Normal Schools to the philosophy of education.
>
> (2) That as soon as it is feasible, a scheme be set up for the training of teachers of the manual and household arts and teachers of other special subjects of the new programme for intermediate and high school grades.[12]

The second recommendation apparently met with the greatest success. In 1936 courses leading to special certificates in Art, Music, Dramatics, Physical Education, Household Economics, Commercial Subjects, and Technical and Industrial Subjects were offered in the Summer School.[13] While many of these courses had been available in previous years, the granting of special certificates in these areas of study was new. The following year the General Committee on the High School Programme, of which Newland was also

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[12] Annual Report of the Department of Education, Province of Alberta, 1935, p. 21.

[13] Ibid., 1936, pp. 18-19.

chairman, proposed that recommendations for credit for students in these subjects be accepted only from teachers holding the proper qualifications.[14]

Efforts to bring about a greater understanding of the philosophical basis of the new enterprise education met with less success. Although special summer school courses were offered, and specialists from the United States were invited as instructors in the enterprise and Social Studies,[15] a recent survey of Normal School students between 1935 and 1945 indicated that few, if any, students had any concept of the ideas of Dewey, Kilpatrick, Rugg, or Counts. The consensus of opinion was that enterprise education, whether offered in a regular Normal School course or in Summer Session, was taught largely as a "method" course.[16] The philosophy of it was insignificant. While Normal School instructors did attempt to show the philosophical basis for their subjects, some felt that little could be done in a short time with immature students who had no previous background in philosophy or psychology.[17]

The problem of providing adequate experiences in

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[14] Ibid., 1937, p. 21.

[15] Ibid., 1937, p. 22; 1938, p. 34.

[16] R. S. Patterson, Survey of Normal School Students and Teachers of Enterprise Education, 1935-1940, op. cit.

[17] Personal interviews with Olive Fisher, June 16, 1969; D. A. McKerricher, June 20, 1969; Belle Ricker, May 11, 1970.

practise teaching, particularly in a rural school setting, was also attacked. In addition to the usual rural practice session following Easter week, provision was made for an additional period of apprentice teaching for two weeks in June. The setting up of the second practice school, the Garneau Practice School in Edmonton in 1939, also increased the effectiveness of work in practice-teaching in Edmonton. Students who had formerly spent three weeks in the city schools were subject to a variety of classroom procedures and standards. With the new school, students could receive direction and help from Normal School instructors during practice rounds.

Chalmers summarizes the trend as follows:

> ... The Thirties, especially those years immediately preceding World War II, appear in retrospect to be the Golden Age of Alberta's normal schools. Never had their students been so well qualified academically; never before had they been required to meet so many other criteria of selection. Never had they spent longer in their professional preparation, or had that preparation been better adapted to their needs.[18]

The Changing Teaching Force

However, the outbreak of World War II was to reduce to nothing the gains that had been made in this period. Once again teachers left their classrooms for military service, for war industries, or simply for better-paying jobs. Fewer candidates of high academic or intellectual

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[18] Chalmers, op. cit., p. 423.

calibre were being recruited to the teacher training institution. Entrance requirements were gradually relaxed, and the period of professional training was drastically reduced.[19] The Committee on Certification, of which H. C. Newland was chairman, struggled against the pressure to lower teacher qualifications, but without success. The teacher shortage in 1941 convinced the Committee that steps had to be taken "to meet the situation; but that under no circumstances should recourse be had to the granting of permits."[20] Instead, a plan was devised to staff the schools through the apprentice teaching programme of the Normal Schools. A select group of students would be sent out to schools alternately in October, January and April for two-month periods as part of their Normal training, and would receive counsel and direction from the Normal School instructors, Superintendents and Inspectors during their period of service.

Other efforts to meet the emergency included "refresher" courses at the Summer School to renew lapsed or expired certificates, bursaries for needy teacher-training candidates, and "accelerated" courses for High

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[19] See Annual Report of the Department of Education, Province of Alberta, 1943, p. 27.

[20] Ibid., 1941, p. 31.

School teachers at the University of Alberta.[21] High School principals and teachers were requested to encourage their students to enrol in a teacher-training institution, and women teachers were asked to "make a patriotic contribution to an essential public service by remaining in their classrooms during the year 1942-43."[22] Under this war-emergency programme, the opening date of the Normal Schools was also advanced. However, the regulation that teachers of Grades XI-XII must require a valid High School Certificate was still strictly enforced until 1943, when selected holders of the Elementary and Intermediate School Certificate were granted permission to teach Grade XI subjects for the 1943-44 term.

Teacher Education in the University

It was perhaps, this emergency situation which gave impetus to the plan for unifying all teacher-training under the Faculty of Education at the University of Alberta. Dr. Newland, one of the early proponents of degree requirements for teachers, also took part in this move. While the incorporation of the Normal Schools into the University in 1945 is generally credited to Dr. M. E. LaZerte, Dewar

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[21] The training period for a B. Ed. degree and the High School Certificate was shortened from 4 years to 3 years. Approximately 1 year credit was allowed to Normal School graduates toward the B. Ed. degree. Annual Report of the Department of Education, 1942, p. 39.

[22] Annual Report of the Department of Education, Province of Alberta, 1942, pp. 38-39.

McDougall gives equal credit to Hubert Newland, who used his influence to persuade members of the Department of Education and the Provincial Normal Schools that the incorporation of teacher education into the University would be a desirable move.[23] He had made his position known shortly after his appointment to the office of Supervisor of Schools. In his first Annual Report he announced that probable changes would occur in the field of teacher certification for the High School grades.[24] In 1937 the School of Education of the University of Alberta assumed all responsibility for the training of High School teachers. Further efforts to increase the role of the University in teacher training are apparent in the following:

> With the cessation of the issue of the First Class Certificate, and the limitation in teaching range of the Elementary and Intermediate School Certificate, the demand for teachers holding the High School Certificate will increase each year.[25]

Newland fully understood the implications of the policy of tightening the requirements for teaching certificates. Under the new regulations, a larger percentage of teachers would be forced to obtain university training in order to qualify for teaching positions in Alberta High Schools.

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[23] Correspondence to the writer from T. G. Finn, May 19, 1970; Also Dr. Swift, op. cit., February 2, 1970. "Dr. Newland was much involved in the steps leading up to the inclusion of elementary teacher training within the Faculty of Education."

[24] Annual Report of the Department of Education, Province of Alberta, 1935, p. 21.

[25] Ibid., 1939, p. 39.

If teachers would not of their own accord work towards becoming 'professionally' qualified, the Department of Education had other means of securing highly qualified educators at least at the high school level, and it was hoped that once it found acceptance there, the idea of university training would spread to other levels as well.

With the war emergency and the drastic teacher shortage, the ideal of further upgrading teacher training by requiring University degrees had to be abandoned. Standards had to be relaxed to provide extra teachers, but here Newland took the opportunity to further integrate teacher training into the University. The School of Education offered a three year undergraduate degree in education, and allowed teachers with previous Normal School training and a full matriculation standing to complete the degree in two years plus two Summer Schools. For the first time, University credit was given for Normal School training, thus further encouraging teachers to pursue the university course.

In 1943 the University Survey Committee recommended:

> ... that the teacher-training programme of the Normal Schools, of the Provincial Institute of Technology and Art, and of the Faculty of Education at the University be united and integrated under the Faculty of Education as soon as the necessary building accommodation is available.[26]

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[26] Ibid., 1943, p. 38.

The same proposal had been considered favorably by the Sub-committee on Education and Vocational Training of the Post-War Reconstruction Committee.[27]

Newland was entirely in accord with the proposal for he firmly believed that the greater part of professional courses should be placed on a University footing and carry University credit. Accordingly, after the proposal was approved at a conference of representatives of the Department of Education, the Faculty of Education of the University of Alberta, the Normal School, and the A.T.A., H. C. Newland and Dr. M. E. LaZerte "set to work immediately on plans for the summer-school courses."[28] In 1944 the first formal step was taken toward unifying the teacher-training programmes of the Normal School and the Faculty of Education by transferring the Department of Education's annual Summer School to the Faculty of Education of the University of Alberta. The new arrangement allowed teachers to obtain university credit for all summer-school courses offered by the Faculty of Education, whereas the Department's summer school courses had carried no university credits. Many Alberta teachers had attended one or two summer sessions and had obtained special certificates that carried no credit toward a professional degree. Newland believed

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[27] Ibid.

[28] Ibid., p. 39.

that the new system would be an incentive to teachers to seek advanced professional training.[29] The following year the integration was completed by agreement between the Executive Council (of the Province of Alberta) and the Board of Governors of the University. With the exception of those enrolling in the war emergency short course[30] all students were potential candidates for the B. Ed. degree and a teaching certificate for a particular level. The university was at last assuming its appropriate role in professional teacher-training, thereby giving the teaching profession a status never before achieved in the Province. Newland's dream of many years was at last on its way toward fulfillment.

Other Professional Activities

A summary of Dr. Newland's activities while Supervisor of Schools indicates that he was a vital participant in almost every important educational change in the Province between 1935 and 1945. In addition to the curriculum committees already mentioned, he was chairman of the following in Alberta:[31]

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[29] Ibid., 1944, pp. 22-23.

[30] Ibid., 1945, p. 61.

[31] A summary of activities of these committees appears in Appendix B.

Annual Conference of Normal School Instructors (1935-1944)
Conference on School Libraries (1936)
Sub-committee on Examinations (1935-1945)
Committee on Radio Education (1937-1945)
Committee on Teacher Certification (1938-1945)
High School Entrance Examination Board
Executive Committee of the Alberta Council on Adult Education (1943-45)
Committee on the Resumption of Education of Discharged War Service Personnel (1944-45)
Western Regional Committee on Audio-Visual Aids (1944-45)

He also represented the Department of Education on the various boards and committees listed below:

High School and University Matriculation Examinations Board (1942-1945)
Preliminary Board on Agricultural Education (1944-1945)
Senate Advisory Board on Music (1936-1945)
School of Education Committee (1935-1945)
School of Education Liason Committee (1935-1945)
National Advisory Council on School Broadcasting (1944-1945)
Interprovincial Committee on School Readers (1944)
Alberta Federation of Home and School Associations (1942)
Canadian Education Association (1936-1945)

While in some cases the Minister and/or the Deputy Minister of Education attended meetings of the above-mentioned bodies, such occasions were few. In general, it would appear that Dr. Newland had been given a relatively free hand in dealing with matters under his jurisdiction and in choosing those with whom he would work. In the matter of deciding upon the composition of these committees, Dr. Newland followed his own advice of earlier years, and included representatives of the A.T.A. He also included representatives from the School of Education of the

University of Alberta, the Normal School staffs, and, in some instances, from the Alberta School Trustees' Association, the Education Society of Edmonton, and the Calgary Progress Club. He thus exemplified his belief in democratic participation of interested groups in decision-making. Whether the committees functioned on an entirely democratic basis is, however, another question. The summaries of various meetings at which Dr. Newland was present, as set out in the Annual Reports of the Department of Education, indicate that the Supervisor of Schools was a very active participant. In some cases he set out the problems for discussion or gave preambles in which he reminded committee members of certain points to bear in mind, in this way pre-determining the course that the committee would take, and the nature of its resolutions.[32] In other cases he made direct recommendations for consideration by the committees, many of which were adopted as resolutions of the various bodies.[33] By nature, and by virtue of his own superior educational qualifications, he was a dominating force in whatever capacity he was acting. Chalmers describes his actions in relation to the Sub-committee on Examinations as follows: "The Chairman ruled it with an iron hand, choosing its membership himself."[34]

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[32] Annual Report of the Department of Education, Province of Alberta, 1938, p. 30; 1939, p. 20, pp. 39-40.

[33] Ibid., 1936, p. 16; 1939, pp. 24-28.

[34] J. W. Chalmers, Schools of the Foothills Province, op. cit., p. 464.

Newland's Resignation

However, Newland's influence over Alberta education terminated abruptly. In 1945 Dr. Newland resigned his position as Supervisor of Schools in the Alberta Department of Education and moved to Saskatchewan where he became Director of Research for Education. Through his many activities and particularly through his work in revising the Alberta curriculum, Dr. Newland had become well-known in educational circles. It was not surprising, then, that the Saskatchewan Department of Education was eager to obtain his services. What did seem unusual was that, with only a short time to go until retirement, Dr. Newland resigned his position in Alberta, thereby forfeiting his right to retire on pension and "incurring serious financial loss."[35]

Several possible reasons for his actions have been suggested and while they can at best be only speculative, all appear to be related to Newland's personality.

During Dr. Newland's career he had given himself tirelessly to the tasks at hand. All was well as long as Mr. Aberhart was alive, for Aberhart, as Minister of Education, had seemingly given Dr. Newland a free hand in dealing with matters of concern to the Supervisor of Schools. Mr. Aberhart was succeeded as Minister of Education by the Honorable Solon Low. During their tenure the great

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[35]Mary Crawford, "A Brilliant Restless Intelligence - Hubert Charles Newland," A.T.A. Magazine, June 1955, p. 51.

area of their concern had been educational administration and finance. Curriculum revision they had left to Dr. Newland and his associates. The decade of 1935-1945 had been given over to the development of the large school division, and the removal of hundreds of local school boards. By 1945 the large units were firmly established, Mr. Aberhart had passed away, and Mr. Low had become national leader of the Social Credit Party. Mr. E. C. Manning was then Premier of Alberta and Honorable Earl Ansley was Minister of Education. The incompatability between Mr. Ansley and Dr. Newland had several causes. First, Newland, even though he was not politically active while serving with the Department of Education, was known as one who had socialistic tendencies. The Minister, on the other hand, was very anti-socialist. This in itself may have provided some cause for incompatability. Second, Mr. Ansley, of necessity, was politically minded, being concerned for the attitudes of the public. As such, he was a rather cautious person and consequently was somewhat disturbed by Newland's desire to keep pushing ahead, to do more and different things in education.[36] Newland, on the other hand, was a very active, aggressive and energetic person. Once his mind was made up about something, he was anxious to get it done and was not particularly sympathetic

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[36]Personal interview with W. H. Swift, January 30, 1970.

to people who hindered the work.[37] He was ready to do whatever necessary to expedite the task, including issuing instructions to Normal School staff or School Inspectors who might be involved. When he saw a thing that needed doing, he went ahead and saw that it was done.[38] Reportedly, the Minister did not feel he had been kept sufficiently informed of Newland's activities, but such a statement is very difficult to verify. The **Premier's Papers** during the Aberhart period reveal that frequent notices of meetings and detailed reports on committee progress were sent from Newland to the Minister of Education.[39] Whether this practice was continued during Mr. Ansley's tenure has not been ascertained. It has also been noted that Mr. Aberhart attended only a scattering of committee meetings of which Dr. Newland was in charge. Whether or not Mr. Ansley availed himself of the opportunity to attend such meetings again remains unestablished.

It has been suggested by several sources that with Mr. Ansley came a philosophic challenge to Dr. Newland's concept of education. Education was no longer to be strictly the hard, intellectual, rational process that

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[37]Personal interview with Mrs. E. F. Newland, August 7, 1970.

[38]Personal interview with W. H. Swift, op. cit.

[39]"Premiers Papers," Provincial Archives, 1935-1943. Box 67, file 6:54.

H. C. Newland had conceived it to be. Rather, it was to include something called "spiritual values" which Mr. Ansley regarded as essential to education in a Christian society. In view of Newland's devotion to critical thinking and "honest intellectualism", spiritual values were not something to which he would be sympathetic.[40]

Mary Crawford, on the other hand, suggested that the nature of the changes desired by Mr. Ansley were of a political nature:

> Most Ministers of Education themselves are reluctant to interfere with their permanent officials. Not so the M.L.A. for Leduc who was Minister from 1944 to 1948. He insisted that the ideology of Social Credit should be the basis, the genius of the system of education in Alberta.[41]

But whatever the nature of the change, Newland's resistance to anything which suggested direct propagandizing for a particular religious belief or a given political party must certainly have been evident to the Minister. Thus onto the scene came Mr. M. L. Watts, who could, the Minister believed, achieve something concrete in the curriculum along the lines the Minister envisioned.

This action by the Minister represented for Newland not only an unnecessary intervention, a challenge to his educational philosophy and the undoing of all he had

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[40]Personal interview with W. H. Swift, op. cit.; Correspondence to the writer from Mary Crawford, June 18, 1970; and from D. T. Oviatt, July 7, 1970.

[41]Mary Crawford, "A Brilliant Restless Intelligence - Hubert Charles Newland," op. cit., p. 51.

striven for in the past ten years, but also a direct challenge to his leadership. Mr. Watts took office as Director of Curriculum on July 3, 1945; Dr. Newland's resignation became effective July 9. It seems likely therefore that the impending or actual appointment of Mr. Watts was a factor in Newland's sudden decision to leave the Department. The Minister's confidence no longer rested with Dr. Newland, and someone else was brought in to assume control of the real work which Newland's position had formerly entailed. Under these circumstances, the Supervisor of Schools would not remain in office. Dedicated as he was to a cause, he would not yield to pressures which threatened to force upon him an educational philosophy he could not sanction. Interestingly, he found himself in a position not unlike that faced by teachers and administrators who had opposed his views on educational change. Newland was brought to the point where he felt the pressure of force from those in power.

Another possible explanation of the resignation suggests that Dr. Newland's personal ambitions were thwarted by the Minister's refusal to make him Deputy Minister. Dr. Newland had worked his way up the Departmental hierarchy through the positions of High School Inspector, Chief Inspector of Schools, and then Supervisor of Schools. With Dr. McNally's retirement less than a year away, some Departmental officials assumed that Newland would, in the

normal course of events, succeed Dr. McNally as Deputy Minister of Education.[42] When it became evident, through the tone of relationships between the Minister and the Supervisor of Schools, and possibly through more direct communication, that Newland was not to be considered for the Deputy Ministership, despite his past services and his seniority, Newland decided to leave. As one official described it:

> ... after all the years in the second spot, Dr. Newland was now passed over for the top chair. I never heard him say so, but the failure to give him the symbolic reins of leadership for the last few years of his career hurt him deeply.[43]

Whether the resignation was the result of this factor alone, or a combination of both situations described thus far, cannot be determined. The taking on of extra staff in the area of curriculum may have led up to the whole question of Newland becoming Deputy Minister. Conversely, the refusal of the higher position may have resulted in Newland's resignation, thus providing an opportunity for the Minister of Education to reorganize the Department. The fact that Newland's resignation was sudden and that it did not become effective until after the new Director of Curriculum joined the staff, seems to lend credence to the

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[42] Correspondence from D. T. Oviatt, op. cit.; and personal interview with W. H. Swift, op. cit.

[43] Ibid.

idea that the latter's coming was at least one factor in Newland's resignation. However, without access to the records, either position can be only speculative.

Another point worth examining is whether the real factor was not the election of the C.C.F.[44] Government in Saskatchewan in 1944 and the hope that this might provide new and fresh opportunities for Dr. Newland's work.[45] He may have viewed the Saskatchewan appointment as an opportunity to spread the work of progressive education, to do for Saskatchewan what he had done for Alberta.[46] The C.C.F., with its platform of a socialized economy, may also have offered a more congenial atmosphere in which to emphasize Newland's socialistic doctrines in education. A province which had elected a C.C.F. Government might be more receptive to Newland's concept of a new social order.

While Dr. Newland may have seen these possibilities when he accepted the offer to become Research Director for Education in Saskatchewan, these were not factors in his resignation. At the time he resigned, he had no other job prospects; the Saskatchewan offer was not made until after Newland had relinquished his Alberta position.[47] His

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[44]Cooperative Commonwealth Federation, now called the New Democratic Party.

[45]Correspondence to the writer from J. M. Gray, February 3, 1970.

[46]Personal interview with W. H. Swift, op. cit.

[47]Personal interview with Mrs. Newland, op. cit.

decision was not between two positions but between his position and his principles. Since he would not yield on the latter, his alternative was to withdraw from the Department, and this he did.

Dr. Newland went to Saskatchewan for a few anti-climatic years. Believing that he had been invited there to update and reorganize the Saskatchewan curriculum as he had in Alberta, he was disillusioned to discover that there was really very little desire for change, and even less money with which to accomplish it.[48] The Saskatchewan Department of Education seemed content merely to have such a well-known name on its list of officials.

In 1948 Dr. Newland returned to Alberta.[49] Financially, he was in an insecure position for he had withdrawn his pension fund from Alberta in a lump sum at the time of his resignation. Forced to find some means of supporting himself and his wife, he began articling for law in order to utilize the L.L.B. he had obtained many years earlier. Shortly thereafter, in September 1948, he passed away.

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[48] Ibid. Also, personal interview with H. A. McGregor, op. cit.

[49] Personal interview with Mrs. Newland, op. cit.

Conclusions

(1) While the actual work of curriculum revision was Dr. Newland's primary concern during his years as Supervisor of Schools, he also lent his efforts to a variety of other activities, many of which were designed to insure, among other things, the success of the new programme.

(2) The most important of these activities in terms of far reaching and long lasting effects, was his work in the area of teacher certification. Improvement in the professional qualifications of teachers had been advocated by Newland since the early days of the A.T.A. With the adoption of the new curriculum, not only were improved teacher qualifications desirable, but they were vital to the success or failure of the programme. Newland took this opportunity to begin the slow process of raising the level of teacher preparation, forcibly requiring teachers to compete for positions on the basis of their formal qualifications. The subsequent tightening of requirements for teacher certificates, the adoption of a new system of certification, the restrictions placed on teachers without special qualifications, and the shifting of high school teacher training to the University were preliminary steps toward the eventual transfer of all teacher training from the Normal Schools to the University in 1945. Although Dr. Newland helped plan the details of this move, he also

played an important role in conditioning the attitudes of both Departmental officials and the teaching body for the move by effecting gradual changes in certification policies.

(3) However, here as in his work with the curriculum, Newland effected change primarily by compulsion rather than by persuasion. Both areas were those to which Newland had a deep personal commitment.

(4) In several other activities Newland also occupied a key position. As chairman of a number of committees and as a Departmental representative on several others, he had ready avenues through which to make his influence felt in educational happenings.

(5) His abrupt departure from the Alberta scene in 1945 marked the end of his personal control over the various educational affairs for which he had been responsible in the Province. In his going, as in his work, he exhibited a strong devotion to the educational principles that had been, and continued to be, the basis for all his efforts in education.

CHAPTER VI

CONCLUSIONS

At the outset of this thesis the writer set about to determine the nature and extent of H. C. Newland's involvement in the educational changes that took place in Alberta between 1918 and 1945. The following conclusions can be drawn from the investigation:

(1) Throughout his involvement in education as teacher, Normal School instructor, inspector and Supervisor of Schools, H. C. Newland evidenced a continuous conviction that education was essential to the improvement and the quality of democracy.

(2) Newland's interest in education resulted in his being centrally connected with the major educational developments of the period. He played a prominent role in changes in teacher organization, teacher training, and curriculum. While another important change, the larger unit of school administration, was of interest to Newland, and while he supported this concept publicly, no evidence was found to suggest that he was directly involved with its planning or implementation in Alberta.

(3) Newland's most prominent role in educational change was in relation to the development of the new curriculum. In this instance he helped both to initiate and to carry through to the final stages the ideas and

activities involved. As Supervisor of Schools, he used his position to implement the new curriculum and, later, to facilitate its operation in the schools.

(4) His influence was felt in other organizations and activities as well. As President of the Alberta Teachers' Alliance and founding editor of the A.T.A. Magazine and the Bureau of Education, Newland offered strong leadership and provided, through ideas and actions, much-needed strength to the organization in its early stages of development. His contribution in this organization was terminated as a result of differences which arose over the value of the work of the Bureau of Education.

(5) In the area of teacher qualifications Newland generated important ideas which were later acted upon. His recommendations for improved teacher training helped in the gradual tightening of certification requirements for teachers in Alberta schools. In the transfer of teacher education from the Normal Schools to the University of Alberta, Newland helped prepare the way by influencing the attitudes of Departmental officers and Normal School staff in favor of the change. His efforts toward improving the quality of teachers, a theme which had characterized his work in the A.T.A., met with a measure of success as Newland used his position to effect changes in a direction he regarded as vital to the improvement of teachers and of education.

(6) Newland's role as initiator of ideas was evident in his work in forming and continuously supporting the Education Society of Edmonton. That he continued to exert considerable influence on the deliberations of the Society, particularly in its early years, was evidenced by a change in emphasis in the organization while Newland was absent doing graduate study in Chicago. On his return there was a reversion to the former pattern of program development. The Society, in that it came to establish a subtle, yet forceful, influence on education, was a partial fulfillment of Newland's hope that sound professional leadership would direct educational change.

In the course of investigating the nature and extent of Newland's influence on education insight into his particular views on education was gained. The recognition and understanding of these views is essential to an appreciation of Newland's continuing involvement in educational change. His views can be summarized as follows:

(1) Newland's educational philosophy was one of social reconstructionism. He saw the schools as valid agents of social change. Teachers, as educational experts, were expected to play a central role in determining the most appropriate directions of school and society. Like other progressive theorists of the time, Newland emphasized the need for a cooperative society. Teachers, as central figures in the reconstruction process, needed to represent the best

in intelligent decision-making in order to be worthy of their sought-after position of trust. While Newland was able to garner support for his ideas on teacher improvement, he encountered little support for the equally vital parts of his reconstructionist view which placed teachers at the forefront of societal change.

(2) Education was essential to the successful working of democracy. Newland's concept of a democratic society was one planned and directed by highly educated and well-trained experts, in order to achieve the most efficient use of available resources for the benefit of all members of society. Democracy, for Newland, as for Dewey and Counts, included economic as well as political democracy. Newland's views on democracy, which stressed a cooperative economy and an almost elitist concept of leadership were challenged by a number of his contempories.

(3) Education should be related to life. It should acquaint students with the realities of their social and physical environment through an integration of subject-matter. It should also equip them to handle effectively the problems they would face throughout life by teaching them to adopt a problem-solving approach and an attitude of inquiry. Again, Newland's ideas were criticized by those who felt such an emphasis would lead to a 'soft' pedagogy and who firmly believed that mastery of content organized on the lines of 'subjects' held definite

advantages for the students.

(4) Some seeming contradictions and inconsistencies arise in Newland's educational ideas and in his own actions in relation to these ideas. For instance, while he advocated the development of independent thinking on the one hand, on the other he seemed to be proposing a form of indoctrination when he spoke of the schools as agents of social reform. Though he was an avowed pragmatist, Newland made not infrequent mention of a "Christian social order" which seemed to contradict his pragmatic philosophy. Further, Newland's appeals against a competitive society lost ground when viewed in conjunction with the inherent competition of the Departmental examinations which he supported. There is also reason to question Newland's stress on democracy and his faith in the intelligence of his fellowmen when one examines the seemingly dictatorial manner in which he proceeded with curriculum change. He was not above weighting committees with personnel who would reinforce his thinking rather than challenge it.

The recognition of these seeming inconsistencies and contradictions does not detract from the recognized contributions of the man to education. It does, however, leave a dimension of his work open to speculative interpretation. From the vantage point of the writer it would appear that, given Newland's wide academic background and his apparently keen intellect, he would have been aware of contradictions

or inconsistencies, particularly in social and political theory, and would have striven to ferret them out. However, with regard to inconsistencies between his own actions and the views he held, it is not unlikely that, in implementing these views, his enthusiasm for the ideas involved minimized his concern for the reactions of less enthusiastic supporters who regarded his actions as unbecoming a spokesman for democracy.

The third problem for study involved an assessment of the motivation which resulted in Newland's activities and actions in regard to education. These can be set out as follows:

(1) H. C. Newland was motivated by a strong belief in the value of education. His own life thoroughly represented this in the extent to which he continued his own academic pursuits.

(2) That he wanted improvements in education and in society was evidenced by his continuous involvement in a wide variety of educational activities over a period of more than twenty-five years.

(3) Because Newland desired action on the educational problems of the period, he sought power and influence as a means of achieving some positive results in educational improvement. While he worked unstintingly in the various developments in which he became involved, his forcefulness in doing so was not always appreciated. This was illustrated by his disagreement with Barnett over the Bureau of Education,

by the reaction of some educators to the manner in which he carried out the curriculum revisions, and by his eventual clash with the Minister of Education. However, the fact that Newland was willing to withdraw his services rather than yield to pressures from a different direction illustrates that his concern was truly for what he considered to be the improvement of education rather than for his own position. He chose not simply to withdraw from the very contentious situations but to engage in other spheres of activity to promote what he regarded as the best in educational thought and practice.

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Perren Baker. Vancouver, British Columbia, June 18, 1969.

T. C. Byrne. Edmonton, Alberta, March 6, 1970.

G. Conquest. Victoria, British Columbia, June 17, 1969.

Olive M. Fisher. Vancouver, British Columbia, June 16, 1969.

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Mable Grant. Edmonton, Alberta, January 19, 1970.

E. A. Hastie. Victoria, British Columbia, June 17, 1969.

G. S. Lord. Edmonton, Alberta, February 26, 1970.

H. A. McGregor. Edmonton, Alberta, May 11, 1970.

D. A. McKerricher. White Rock, British Columbia, June 20, 1969.

E. F. Newland. Edmonton, Alberta, August 7, 1969.

J. G. Niddrie. Edmonton, Alberta, August 14, 1969.

M. B. Ricker. Edmonton, Alberta, May 11, 1970.

E. E. Roper. Edmonton, Alberta, Feburary 2, 1970.

M. Simpson. Victoria, British Columbia, June 17, 1969.

W. H. Swift. Edmonton, Alberta, January 30, 1970.

H. Tanner. Victoria, British Columbia, June 17, 1969.

C. Tyner. Edmonton, Alberta, May 12, 1970.

VI. CORRESPONDENCE

Correspondence to the writer from:

R. V. Clark, July 6, 1969.

Mary Crawford, June 18, 1970.

A. F. Deverell, May 24, 1970.

T. G. Finn, May 19, 1970.

O. M. Fisher, August 28, 1969.

J. M. Gray, February 3, 1970.

Ethel Hopkins, July 7, 1969.

H. A. McGregor, May 13, 1970.

D. A. McKerricher, June 30, 1969.

Mrs. E. F. Newland, August 25, 1969.

D. J. Oviatt, July 7, 1970.

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W. H. Swift, February 2, 1970.

APPENDIX A

MEMBERS OF CORE COMMITTEE, DECEMBER 1939

Members of Core Committee, December 1939:

E. L. Fuller, (Chief Inspector of Schools)

Raymond E. Shaul, (President, A.T.A.)

F. G. Buchanan, (Superintendent of Schools, Calgary)

R. S. Sheppard, (Assistant Superintendent of Schools, Edmonton)

A. A. O'Brien, (Superintendent of Separate Schools, Edmonton)

Dr. M. E. LaZerte, (Director, School of Education, University of Alberta)

Dr. H. E. Smith, (University of Alberta)

Dr. B. A. Currie, (Inspector of High Schools, Red Deer)

W. H. Swift, (Edmonton Normal School)

Dr. G. S. Lord, (Principal, Edmonton Normal School)

G. M. Dunlop, (Edmonton Normal School)

G. K. Haverstock, (Edmonton Normal School)

Dr. D. J. Dickie, (Edmonton Normal School)

W. D. McDougall, (Calgary Normal School)

C. H. Robinson, (Inspector of Schools, Camrose)

G. F. Hollinshead, (Inspector of Schools, Edmonton)

L. Good, (Inspector of Schools, Wainwright)

Miss L. Maguire, Edmonton (formerly of the Edmonton Normal School)

A P P E N D I X B

RESULTS AND CONCERNS OF COMMITTEES CHAIRED BY NEWLAND

Results and Concerns of Committees Chaired by Newland:

(1) Annual Conference of Normal School Instructors (1935-1944). This conference was instigated by Dr. Newland in 1935 to allow for an exchange of ideas among Normal School staff. Through these conferences arrangements were made to offer courses in enterprise education and more practice teaching in the Normal Schools. Opportunity for closer cooperation and understanding between Normal School personnel and Departmental officials was provided. (See Annual Reports for the period.)

(2) Conference on School Libraries (1936): A decision was made to offer small matching library grants to schools. It also urged that library facilities for the larger units be set up immediately after the units were organized.

(3) Sub-Committee on Examinations (Annual Report, 1936, pp. 20-21) (1935-1945): This sub-committee was charged with working out the technical details of the revised requirements for matriculation; requirements for Normal School entrance (Grade XII standing); the "credit" weighting of various subjects; a system of recommendations for credit in lieu of Departmental examinations for Grades X and XI. (Annual Report, 1938, pp. 26-27.)

(4) Committee on Radio Education (1937-1945): Through activities of this body, the Department of Education sponsored a "Teacher's Forum" series and set up a programme

of school broadcasts, beginning in the 1937-38 term. (Annual Report, 1937, p. 25.)

(5) Committee on Teacher Certification (1938-1945): This committee was responsible for working out the details involved in raising a Second Class certificate to a First Class, and in converting the system of certification from First and Second Class, to Elementary and Intermediate, and High School certificates. It also tightened requirements, thus forcing teachers to a higher level of qualification. (See Annual Reports for the period.)

(6) High School Entrance Examination Board (1937-1945): Departmental examinations were reduced to two; one at the end of the Intermediate School (Grade IX) and one at the end of High School (Grade XII). Provisions for the first of these, along with Departmental regulations regarding it, were handled by this committee. (See Annual Reports for the period.)

(7) Executive Committee of the Alberta Council on Adult Education (1943-1945): Under direction of this body "community councils" were set up to assist in adult education. (e.g. evening classes in Garneau School). (Annual Report, 1943, pp. 34-36; 1944, p. 24.)

(8) Committee on the Resumption of Education of Discharged War Service Personnel (1944-1945): Under the

direction of Mr. Joe Ross, special schools were set up to raise the high school qualifications of war veterans to matriculation standards. Texts were supplied to the schools and admissions were granted at any time and for any length of time. (Annual Report, 1944, p. 17.)

A P P E N D I X C

NEWLAND'S RELATION TO POLITICAL AND EDUCATIONAL AUTHORITY

Newland's Relation to Political and Educational Authority

Year	Political Party	Premiers	Minister of Education	Deputy Minister	Newland's Position
1918-1921	Liberal	Charles Stewart	George P. Smith	John T. Ross	High School Teacher, Edmonton
1921-1925	United Farmers of Alberta (U.F.A.)	Herbert Greenfield	Perren Baker	John T. Ross	High School Teacher, (1921-1928)
1925-1933	U.F.A.	J. R. Brownlee	Perren Baker	John T. Ross	Normal School Instructor (1928-33)
1933-1935	U.F.A.	R. G. Reid (1934)	Perren Baker	John T. Ross	High School Inspector
1935 (Jan. - July)	U.F.A.	R. G. Reid	Perren Baker	George W. Gorman	Chief Inspector of Schools
1935-1943	Social Credit	William Aberhart	William Aberhart	G. Fred McNally	Supervisor of Schools
1943-1944	Social Credit	E. C. Manning	Solon Low	G. Fred McNally	Supervisor of Schools
1944-1945 (July)	Social Credit	E. C. Manning	R. Earl Ansley	G. Fred McNally	Supervisor of Schools
1945-1947	Social Credit	E. C. Manning	R. Earl Ansley	W. H. Swift (1946)	Director of Educational Research, Saskatchewan Department of Education

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